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ABSTRACT

This document presents the standards, policies, and procedures for implementing the approved program approach to the certification of professional school personnel in Pennsylvania. Part 1 states the policies and procedures for institutional and program approval of undergraduate and graduate programs. Part 2 states general and specific program approval standards for undergraduate and graduate programs. Specific standards are listed for instructional certificates, endorsements to instructional certificates, educational specialist certificates, supervisory certificates, and administrative certificates and commissions. Part 3 includes common standards, occupational experiences and competency regulations, vocational instructional certificate titles, and responsibilities of the cooperative education and vocational education coordinators in vocational education. Part 4 consists of eight appendixes, including "General Information Relation to Institutional Application and Self-Study for Institution or Program Approval," instructions for fact sheets, a faculty data sheet, a curriculum schedule, and a behavioral competency study. (PD)

ED 099372

Policies, Procedures and Standards

for
Certification of
Professional School Personnel

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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INTRODUCTION

Across the nation and the Commonwealth of Pennsylvania, innovations in the preparation and certification of professional personnel for elementary and secondary schools have been undertaken by state education agencies, colleges and universities. Since 1963, the Pennsylvania Department of Education has been engaged in a cooperative effort with preparing institutions to establish the program approval approach to teacher preparation and teacher certification. Our exploratory efforts have been profitable.

Program approval processes have encouraged innovations and have significantly improved the overall quality of preparation programs.

This publication represents another benchmark in the cooperative efforts of all parties concerned with the development of quality certification programs. It represents the synthesis of the combined efforts of the offices and personnel of the Bureau of Teacher Education and Certification, the Bureau of General and Academic Education, the numerous state advisory committees, the ad hoc committees appointed for consultation and advice and practicing professionals from the Commonwealth's schools and institutions of higher education. Suggestions and recommendations for improvements of this publication will receive consideration for inclusion in future revisions.

John C. Pittenger

John C. Pittenger
Secretary of Education

PREFACE

The standards, policies and procedures for implementing the approved program approach to the certification of professional school personnel in the Commonwealth of Pennsylvania are presented in this publication. The approved program approach was recommended by the Advisory Committee on Teacher Education to the State Council of Education on July 1, 1957. The procedure for approving programs was begun during the 1962-63 school year and has been refined and improved during the ensuing years. The adoption of Pennsylvania Code, Title 22, Chapter 49 - Certification of Professional Personnel reinforced the approved program approach effective July 1, 1969.

The standards, policies and procedures have been formulated under the direction of the Secretary of Education and the State Board of Education in accordance with statutory provisions. These statutory provisions empower the Secretary of Education, on behalf of the State Board of Education, to establish and promulgate the standards of preliminary and professional education and training for professional personnel in the public schools.

The Pennsylvania Department of Education investigates and determines the acceptability of colleges, universities and other institutions of learning which wish to offer programs leading to credentials, diplomas or degrees that permit the holder at act as a professional employe in the schools of Pennsylvania. The PDE also approves such colleges, universities and institutions of learning as are deemed by it to be acceptable, and withdraws its approval of institutions which fail to maintain the required standards. A registry of approved programs in the respective institutions is published periodically.

The standards for the undergraduate and graduate programs of certification conform in substance to the Proposed Standards for State Approval of Teacher Education, National Association of State Directors of Teacher Education and Certification, United States Office of Education, Circular 351, (Revised), 1966. Pennsylvania accepts these general standards; however, a statewide study has reviewed and refined the standards applicable for each area of certification. When NASDTEC standards did not exist for positions certificated by the Commonwealth, appropriate Pennsylvania standards were developed.

OBJECTIVES AND PROCEDURES OF PROGRAM APPROVAL

Program approval is the systematic effort initiated by the Pennsylvania Department of Education during the year 1962-63 to improve teacher education programs throughout the Commonwealth. The procedures of program approval permit professionals from appropriate and specialized areas to make determinations concerning the standards for approving programs, the unique practices in preparing professional personnel and the quality of preparation programs. This allows for flexibility, creativity and innovation without eroding the standards of quality for the education of professional personnel.

Following an on-site evaluation visit to an institution, those programs identified by the visiting team as being of high quality are granted program approval status. Conditions are set and recommendations are made for programs which do not qualify for approval. It is only when these conditions and recommendations are implemented that approval is granted. The net effect is to bring about desirable changes in teacher preparation. Instead of evaluating transcripts, teams of professionals make observations, decisions and recommendations. Graduates of these approved programs enter the profession with the approval and endorsement of representative members of the profession.

Program approval is an improvement over transcript analysis because it is organic rather than mechanical in its approach to certification. Whereas transcript analysis merely assesses quantity, program approval determines the quality of the total program that leads to a particular teaching certificate, including student personnel, general education, professional education, specialized education and student teaching. Each of these programs is explored in depth as it relates to objectives, organization and administration, faculty, curriculum, resources and student achievement. Transcript analysis cannot possibly consider all of these elements.

The program approval visits provide opportunities for valuable in-service education to the professionals who are directly or indirectly involved in teacher education. The experience of visiting a teacher preparing institution, analyzing all elements of its teacher education programs and exchanging ideas with other educators, is of great value to members of the visiting team, to the personnel at the institution preparing for the evaluation and to the institutions from which the visiting team members come. As a result of the visits to teacher preparing institutions in Pennsylvania, of the ensuing reports and of the following visits by Pennsylvania Department of Education personnel, many constructive changes have been made in curricula, faculty, facilities and relationships among the academic and professional personnel in the colleges. Many of the valuable outcomes of the visits are by-products and have never been measured or evaluated.

Under the program approval approach to teacher certification, a graduate of an approved program whom the college recommends as having successfully demonstrated competency in the area of certification will be issued a certificate by the Secretary of Education.

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PART I

POLICIES AND PROCEDURES FOR UNDERGRADUATE AND GRADUATE PROGRAMS

The policies and procedures presented relate to two major types of approval:

Institutional Approval - permits institutions to prepare professional school personnel in one or more programs which have received approval status.

Program Approval - permits an institution to offer a specific program to prepare graduates for a specific certificate. Graduates are issued certificates upon recommendation of the institution.

A. INSTITUTIONAL APPROVAL

1. An institution of higher learning desiring to be approved for the preparation of professionals for the schools in Pennsylvania must first be accredited by the Middle States Association of Colleges and Secondary Schools as a four-year or graduate institution.

2. An institution may apply for initial approval to prepare professional school personnel upon receiving Middle States accreditation. The Secretary of Education shall provide guidance and consultative services to an institution preparing for a visiting committee.

3. When prepared for an evaluation, the institution may request that a visiting committee be sent to the institution by the Secretary of Education to review the proposed programs of certification.

4. Institutional approval shall be granted when the education sequences are judged by the Secretary of Education to be acceptable.

5. A certificate to serve professionally in the schools of the Commonwealth shall be issued to a graduate from an approved institution provided such graduate has met other requirements for a professional certificate.

B. PROGRAM APPROVAL

1. Institutions of higher learning desiring to prepare professional school personnel in a specific area of certification shall qualify as approved teacher preparing institutions.

2. An institution may apply for approval in one or more specific areas of certification simultaneously with application for approval as a teacher preparing institution.

3. Consultative services shall be provided by Pennsylvania Department of Education personnel to institutions preparing specific programs for the certification of professional personnel for Commonwealth schools.

4. The institution shall develop a program of studies which satisfies standards established by the Secretary of Education for the specific program of certification.

5. When prepared for an evaluation of a specific program of certification, the institution may request that a visiting committee be sent to the institution by the Secretary of Education to review the proposed program(s) of certification.

6. The appropriate fact sheets provided by the Pennsylvania Department of Education encourage the institution to conduct a self-study. Upon the completion of these fact sheets, the institution shall forward them to the director of the Bureau of Teacher Education and the appropriate personnel of the institution.

7. The visiting committee shall be representative of the teaching profession and be comprised of members from the State Department of Education, collegiate institutions and school personnel of the Commonwealth. The institution to be visited will be presented with a tentative list of the visiting team members. The institution may request the withdrawal of team members for cogent reasons.

8. The task of the visiting committee is not to approve programs but to:

    a. Validate data presented.
    b. Interpret data and make observations.
    c. Prepare reports which describe the program(s) as determined by analysis of data and personal observations, and make recommendations based upon the findings.
    d. Submit reports to the Bureau of Teacher Education and Certification.

9. The report of the visiting committee shall be reviewed and prepared by the Bureau of Teacher Education. This report is forwarded to the staff of the institution for their information and reactions.

10. Based on all information available, the Pennsylvania Department of Education may:

    a. Grant initial approval - subject to annual visits.
    b. Grant extension of initial approval - subject to annual visits.
    c. Grant program approval - subject to a re-visit in five years.
    d. Advise action to be taken in order to receive approval.
    e. Refuse approval with advisement for withdrawal of request.

11. A graduate of a program having either initial, extension of initial or program approval status, when recommended by the designated officer of an institution as having successfully demonstrated competency in a specific area of certification, shall be issued an appropriate certificate by the Secretary of Education.

12. A graduate of a specific program which has been withdrawn from an approved status may be issued an appropriate certificate in accordance with Pennsylvania Code, Title 22, Chapter 49 - Section 49.13, Regulations of the State Board of Education.

13. Each institution with approved programs shall keep those programs under continuous review. At five-year intervals, the Bureau of Teacher Education shall arrange for a major review of all approved programs to determine whether the approval of the specific programs should be continued for another five-year period.

14. Changes contemplated in approved programs shall be submitted to the Bureau of Teacher Education and Certification for consideration.

15. The Secretary of Education shall publish charts periodically showing the status of the various programs of certification offered by approved institutions.

16. Any concerned organization may request to have an observer assigned to a visiting committee. The expenses of the observers approved for a specific visit must be defrayed by the requesting organization or the individual.

17. In accordance with the Interstate Agreement on Qualifications of Educational Personnel, opportunities for member status to be present during an evaluation visit will be provided.

PART II

PROGRAM APPROVAL STANDARDS
UNDERGRADUATE AND GRADUATE PROGRAMS

The general quality of an institution is confirmed by the Middle States Association of Colleges and Secondary Schools accreditation. This accreditation assures that the general education sequence has been found to be satisfactory in accordance with generally accepted objectives. It is, therefore, not necessary to reevaluate general education offerings except as they may pertain to the specific programs of certification.

A program is defined as all of the studies and experiences which when completed lead to either certification in a particular area or subject, or to an endorsement on an existing certificate.

The standards presented are of two types; they may be adapted to evaluate either undergraduate or graduate programs leading to certification:

> General Standards - those which are common to all programs and related to institutional factors, general education and the professional education sequence.
>
> Specific Standards - those which are unique either for a specific program leading to a certificate or for an endorsement on an existing certificate.

The evaluation of any specific program requires a consideration of both the general standards and the specific standards which have been drafted after numerous consultations with experienced professionals from schools, colleges and universities in the Commonwealth. Each standard is designed to encourage excellence and should discourage institutions from proposing and accepting minimums as goals.

The professionals of a visiting committee evaluate a program by comparing what is observed with the criteria inherent in the standards. Six basic foci are considered: objectives, curriculum, organization and administration, faculty, students and physical resources.

A. GENERAL STANDARDS

OBJECTIVES

STANDARD I — The institution shall present evidence that it has a commitment to the preparation of school personnel and that this preparation receives the support and constructive participation from all involved departments and divisions of the institutions.

STANDARD II	The institution shall have clearly defined statements of its purposes and objectives as these relate to the preparation of professional school personnel.
STANDARD III	The institution shall identify the role and role competencies for each school position for which preparation programs of certification have been submitted.
STANDARD IV	The institution shall provide evidence of program evaluation procedures which are designed to encourage dynamic and continuously improving programs for the preparation of professional school personnel.

CURRICULUM

STANDARD V	The curricula shall provide flexible sequences of studies and experiences planned to develop the needed competencies for prospective professionals in the specific area of specialization.
STANDARD VI	The institution's general education requirements shall be flexible; evidence shall exist of optimum selection of studies and experiences which complement the professional preparation.
STANDARD VII	The program shall include knowledge of the processes of human growth and development, and human learning with special emphasis on the practical application of this knowledge to professional school service.
STANDARD VIII	The program shall provide knowledge of methods, materials and media appropriate to the prospective school employe's field of specialization with emphasis upon effective evaluation procedures to insure accurate measurements of the total development of individual pupils.
STANDARD IX	The program shall provide for study and practice of instructional techniques to be used with pupils in developing reading skills essential for effective content acquisition by pupils in the respective areas of academic concentration.
STANDARD X	The program shall provide knowledge and understanding of the historical, political, philosophical and sociological foundations underlying the development and organization of education in the United States.

STANDARD XI — The program shall provide knowledge and understanding of the purposes, administrative organization and operation of the total educational program of the schools.

STANDARD XII — The institution shall present evidence of a comprehensive planned sequence of professional laboratory experiences with pupils of the appropriate age groups and distinctive groups of children when applicable to culminate in a full-time student teaching or intern assignment; refer to Guidelines, Roles and Procedures for Improving the Student Teaching Field Experience in Pennsylvania, Pennsylvania Department of Education, 1969.

STANDARD XIII — The program shall emphasize the development of the proficiency to work ethically and constructively with pupils, teachers, administrators, educational specialist personnel and parents.

STANDARD XIV — The program shall include intergroup content and experiences which encourage intellectual awareness of and emotional sensitively to the cultural pluralism of our schools and society.

STANDARD XV — The institution shall provide evidence that the studies and experiences included in the specific programs are relevant to school curricula and services.

STANDARD XVI — The institution shall provide evidence that the specific programs incorporate new knowledge and the current recommendations made by the various professional associations.

STANDARD XVII — The institution shall present evidence that graduate study is clearly differentiated from undergraduate studies in quality. In cases where graduate programs do not provide internships, equivalent types of experiences shall be provided.

ORGANIZATION AND ADMINISTRATION

STANDARD XVIII — The institution shall present evidence that clearly fixed responsibilities exist in the planning, developing and administering of the programs of preparation for professional personnel.

FACULTY

STANDARD XIX — The institution shall present evidence of faculty in adequate numbers with the appropriate academic preparation and background experiences for the specific area of certification.

STANDARD XX — The institution shall present evidence that administrative support is available for the professional development of staff members.

STUDENTS

STANDARD XXI — The institution shall have written policies and procedures which relate to a student's admission to, retention in and completion of a program leading to certification of professional school personnel.

FACILITIES

STANDARD XXII — The institution shall present evidence of the existence and effective utilization of quality facilities, equipment and materials needed for programs preparing professional school personnel.

B. SPECIFIC STANDARDS

The specific standards for degree programs of certification are presented in five separate categories representative of the four different types of certificates plus the certification by way of endorsement programs: instructional certificates, endorsements to instructional certificates, educational specialist certificates, supervisory certificates and administrative certificates.

1. Instructional Certificates

These certificates are issued to persons whose primary responsibilities shall be direct contact with learners in teaching-learning situations.

- Art
- Communication Arts
- Drama
- Early Childhood
- Elementary
- Foreign Language
  - Modern
  - Classical
- Health
- Health and Physical Education
- Industrial Arts
- Library Science
- Mathematics
- Middle School
- Music
- Sciences
  - Biology
  - Chemistry
  - Earth and Space Science
  - General Science
  - Physics
  - Physics and Mathematics
- Social Studies
- Special Education
  - Emotionally Disturbed
  - Hearing Impaired
  - Mentally Retarded
  - Physically Handicapped
  - Speech Correction
  - Visually Impaired
- Teaching Intern (Graduate)
- Vocational (Degree)
  - Agriculture
  - Business
    - Accounting
    - Data Processing
    - Marketing
    - Secretarial
  - Distributive Education
  - Home Economics
  - Trade and Industrial

The art teacher must be a student of the arts and sciences. His preparation as a humanist and artisan should establish that he can demonstrate competence as an educator and artist. He must be concerned with guiding his students to exploration and self-discovery of relationships in their general education, and with leading each student to personalized understandings and processes appropriate for evaluating, using, creating, valuing and enjoying art.

It should be recognized that not all prospective art teachers need the same quantities or the same sequences of practicum experiences or professional studies. Students should have opportunities to progress according to their interests, needs and abilities.

The following standards pertain to college programs for the preparation of art teachers:

STANDARD I — Approximately one-half of each student's four year curriculum shall be allocated to the studies of art history, art criticism, art theory, art education, art studio and aesthetics.

STANDARD II — The program shall provide the student with opportunities to acquire knowledge, understanding and appreciation of art in contemporary and past cultures with emphasis on the relationship of art to the culture in which it was produced, and its influence on subsequent cultures.

STANDARD III — The program shall provide for the student's awareness, comprehension and ability to describe, analyze, interpret and evaluate works of art.

STANDARD IV — The program shall provide opportunities for the student to develop knowledge and understanding of philosophical aspects of the nature of art, its meaning and contributions to the individual and society.

STANDARD V — The program shall develop for the prospective art teacher the ability to work as a professional educator with pupils of all age groups and to aid these pupils by way of the unique qualities of art experience to develop the individualized capacities of:

a. perception - the ability to exercise and refine fundamental and discriminating sensory intake.
b. knowledge and understanding - the ability to receive, comprehend and develop relationships of information, particularly that which is manifest in art forms.

c. creation - the ability to produce or create original, expressive art from a variety of media.
d. reflection/action - the ability to respond to art, to enjoy it, appreciate it and to assimilate its meaning and presence into an individual life-style that complements society.

STANDARD VI — The program shall assure that prospective teachers have the ability to create elementary, middle school and secondary curricula in art education and that they are competent to guide pupils in a wide variety of art activities.

STANDARD VII — The program shall provide for the prospective art teacher to have knowledge and competencies relative to organizing, planning, administering and evaluating a program of art education.

The following competencies are illustrative:

a. relate art education to part of the general education program for all students.
b. select, purchase, design, care and maintain art facilities, equipment and supplies.
c. articulate professional interaction in matters dealing with research, development, philosophy and evaluation of art education programs.
d. possess a familiarity with writings and philosophical positions of leading philosophers, educators and artists.
e. select, design and use appropriate evaluation techniques of student performance.
f. understand standards and procedures for safe usage of tools and materials.
g. lead and/or cooperate in establishing and maintaining quality art education programs.

STANDARD VIII — The program shall develop the student's ability as a producing artist. Basic concepts and skills related to the student's ability to recognize and structure original and expressive art form in a wide variety of media should be emphasized.

STANDARD IX — The program shall provide for the student's knowledge and understanding of technological and safety aspects of studio work.

STANDARD X — The program shall assure that the prospective art teacher has studio experiences related to a variety of art media and that such experience and resulting ability, in breadth and depth, be commensurate with the teacher's personal and professional needs.

STANDARD XI — The program shall provide opportunities to develop the student's understanding and appreciation of related art areas such as dance, film, music, literature, theatre and practical arts.

COMMUNICATION
7-12

The role of the communication teacher is to help students bring meaning to their experiences and the experiences of others through the use of language and all those behaviors, verbal and nonverbal, associated with the usage of language. The teacher should be prepared to assist students in analyzing their feelings and thoughts, for self-understanding, for enhancing aesthetic experiences for achieving effective communication with others.

The communication certificate shall be awarded for fulfillment of the following standards:

STANDARD I — Demonstration of:

a. understanding of the nature and functions of the communication process.

b. understanding of the processes of language learning and the development of language and communication skills.

c. understanding of the historical development and present characteristics of the English language.

d. understanding and appreciation of representative and appropriate works from a variety of literatures.

e. ability to listen, observe and speak effectively, in informal and formal situations.

f. ability to read critically and write effectively for varying purposes.

g. ability to teach others to listen, observe, speak, read and write effectively for different purposes under varying circumstances.

h. ability to assist students in integrating their communication skills and concepts with varieties of aesthetic experiences.

STANDARD II — A specifically designed program of study in one or more of the following areas: linguistic science, speech, literature, writing, theatre or non-print media.

ENGLISH
7-12

The candidate for the instructional I certificate shall successfully complete a program which constitutes a major in English so designed as to provide extensive learning experiences in each of the following: speaking, writing, English language studies and literature.

The candidate must be prepared to plan and provide learning activities which will assure that pupils:

a. develop literacy which is necessary for intelligent citizenship.

b. develop powers to communicate through speech and writing in both formal and informal situations.

c. learn concepts and methods of inquiry necessary for the study of language in all its manifestations.

d. develop modes of thought that encourage critical thinking and foster creative imagination.

The candidate must demonstrate the following:

STANDARD I	Ability to speak and write in formal and informal situations.
STANDARD II	Ability to be expressive in the technical and expository aspects of composition.
STANDARD III	Ability to make use of the creative and liberating functions of speaking and writing and to understand the relationship of such functions to other forms of aesthetic expression.
STANDARD IV	Understanding the history of the English language and a working knowledge of at least one modern linguistic system.
STANDARD V	Understanding the processes of reading and listening and of the variety of ways in which people read and listen.
STANDARD VI	Understanding and appreciation of representative and appropriate works from a variety of literatures, including adolescent literature.
STANDARD VII	Ability to select and apply the appropriate critical and scholarly tools in analyzing and interpreting literature.

STANDARD VIII — Ability to use knowledge of language and language learning to help students to improve their skills in listening, speaking, reading and writing.

*The standards presented here are adapted from the more comprehensive statements in Guidelines for Preparation of Teachers of English developed and endorsed by the National Association of State Directors of Teacher Education and Certification, the National Council of Teachers of English, and the Modern Language Association of America.

EARLY CHILDHOOD
N-3

The early childhood teacher is prepared with a depth of understanding of child development. The general competencies needed for teaching in nursery schools and kindergartens overlap the competencies needed in primary schools; thus, the certificate has the scope of nursery-kindergarten-grades 1-3.

The early childhood teacher must be broadly educated in the major fields of knowledge and equally well equipped with special competencies, understandings and interest in teaching young children.

The following standards pertain to college programs for the preparation of early childhood education:

STANDARD I — The program shall be structured for emphasis on child development from birth to age eight and shall include knowledge of past and current research.

STANDARD II — The instructional staff for this program shall have appropriate educational and early childhood teaching experiences with knowledge in related disciplines. These members shall be able to demonstrate the appropriate behavioral and instructional techniques.

STANDARD III — The program shall provide effective screening procedures to develop the personal and professional qualifications in prospective teachers necessary for successful teaching of young children.

STANDARD IV — The program shall be organized to provide for student observation and participation in early childhood laboratory situations throughout the entire program.

STANDARD V — The program shall provide competencies for the prospective teacher which will enable the teacher to lead children in developing:

a. positive self-concepts.
b. favorable attitudes toward school and learning.
c. concepts fundamental to academic success.
d. initial skills in the basic process of learning such as inquiring, observing, generalizing, experimenting, discovering and classifying, verifying and quantifying.
e. growth in verbal and non-verbal communication skills in the cognitive, affective and psychomotor areas . . . reading readiness and developmental reading.

f. knowledge and understanding of the physical and natural world.
g. appreciation of the aesthetic world.
h. physical skill, motor coordination and knowledge of sound health and safety practices.
i. emotional control and the beginning of self-discipline.
j. social competency and understanding.

ELEMENTARY
N-K-1-6

The elementary teacher is given the responsibility to: (1) guide children in learning activities during their formative years, (2) challenge children to attain their potential, (3) provide children with the security which will help foster good mental health, and (4) help children to experience the adventure of learning.

The following standards pertain to college programs which prepare elementary teachers:

STANDARD I	The program shall provide a beginning competency in each of the subject areas commonly found in the elementary school curriculum.
STANDARD II	The program shall include studies and experiences in the sociological and the behavioral sciences which emphasize the relation of the child to his environment.
STANDARD III	The program shall develop understanding of human development and the social, emotional, physical and health needs of children at the appropriate age levels.
STANDARD IV	The program shall develop instructional competence in the use of methods and materials to promote effective pupil language skills of listening, speaking, writing and reading.
STANDARD V	The program shall provide a comprehensive knowledge of children's literature for elementary grades, and provide teacher competency in developing children's sensitivity to, and enthusiasm for literature.
STANDARD VI	The program shall include studies and experiences which develop a basic understanding of the structure, concepts and mode of inquiry in the social science disciplines.
STANDARD VII	The program shall require preparation in science and mathematics in accordance with Guidelines for Science and Mathematics in the Preparation Program of Elementary School Teachers. National Association of State Directors of Teacher Education and Certification - American Association for the Advancement of Science.
STANDARD VIII	The program shall develop basic understandings and competencies in art and music fundamentals and knowledge of art and music programs for young learners.
STANDARD IX	The program shall provide experiences and studies to assure competency to plan appropriate activities which develop physical skills and social values through individual and group participation.

STANDARD X — The program shall provide knowledge and understanding of the techniques relative to individualized instruction, team teaching and grouping within a self-contained classroom.

STANDARD XI — The specialized professional portion of the program shall include the study of methods and materials for the various curricular areas in either separate or integrated studies and experiences.

FOREIGN LANGUAGE
K-12

FRENCH
GERMAN
ITALIAN
LATIN
RUSSIAN
SPANISH

The teacher of a modern foreign language in the schools of the Commonwealth is expected to develop in students four language skills (listening, speaking, reading and writing) in that foreign language. In addition, the teacher leads the pupils in the anthropological study of the foreign culture which includes, but is not limited to, the literature, drama, art and music of the culture. Correlated activities with other disciplines are pormoted by the foreign language teacher.

The following general standards are appropriate for all college programs preparing teachers in modern or classical languages. Exceptions are noted for classical languages.

STANDARD I — The program of specialized preparation shall include approximately one-fourth of the undergraduate studies.

STANDARD II — The program shall include pre-testing to aid in screening for entrance into the program, and to provide objective data for use in some individualized scheduling for prospective teachers.

STANDARD III — The program shall include work in phonetics, conversation, grammer and composition, linguistics (preferably applied to the specific language or applied to foreign languages as a whole) and literature.

STANDARD IV — The program shall prepare the prospective teacher to be proficient in meeting the Objectives for a Teacher Education Program in Modern Foreign Languages approved by the Modern Language Association:

a. ability to understand conversation at normal tempo, lectures and news broadcasts.
b. ability to talk with a native with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronounciation.
c. ability to read with immediate comprehension prose and verse of average difficulty and mature content.
d. ability to write a simple "free composition", such as a letter or message, with clarity and correctness in vocabulary, idiom and syntax.

e. an understanding of the differences between the sound systems, forms, structures of the foreign language and English and ability to apply this understanding to modern foreign language teaching.

f. an awareness of language as an essential element of culture, and understanding of the principal ways in which the foreign culture differs from our own, first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art and social customs of the foreign people.

g. knowledge of the present-day objectives of modern foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives.

h. knowledge of the use of specialized techniques, such as educational media, the relation of modern foreign language study to other areas of the curriculum and the ability to evaluate the professional literature of modern foreign language teaching.

STANDARD V — The program shall include a study of the literature, history, geography and civilization of the appropriate country or countries.

*STANDARD VI — The program shall evaluate the foreign language proficiency of the prospective teacher through the use of accepted proficiency tests in the four language skills.

STANDARD VII — The institution shall have a staff whose combined competencies are superior to the level of instructional proficiencies which are the objectives of the program.

Classical Languages

The preparation of teachers of classical languages will follow the standards for modern languages except that stress will not be on phonetics but on pronunciation. Only a limited emphasis will be placed on the spoken aspects of the language.

*Recommended as minimum competency - the "good" level of the "Qualifications for Secondary School Teachers of Modern Foreign Languages" - MLA.

The instructor in health education may be assigned to teach health classes in the elementary, middle or secondary schools. The basic purpose of health education is to provide pupils with the appropriate information with which proper health habits may be encouraged.

The following standards pertain to college programs for the preparation of health teachers:

STANDARD I	The program shall comprise approximately one-third of the four-year curriculum, and the studies and experiences included may be acquired from various disciplines or health services experiences.
STANDARD II	The program shall include appropriate studies in human biology such as anatomy, physiology, kinesiology, bacteriology, genetics and body chemistry.
STANDARD III	The program shall include basic background studies in the behavioral and social sciences, such as developmental psychology, social psychology, anthropology and social pathology.
STANDARD IV	The program shall include studies in contemporary health problems, such as personal and community health, alcohol, tobacco, drugs, narcotics, social disease, family living, sex education, safety, first aid, sight and hearing conservation, home care of the sick and disease control.
STANDARD V	The program shall provide the prospective teacher with the aims and objectives of health education for school youth of all grade levels, and shall include methods for curriculum planning which involve school health services, healthful school living and the agencies and services of community, region and state.

HEALTH AND PHYSICAL EDUCATION
K-12

The health and physical education teacher understands, organizes and administers a scientifically and philosophically sound health and physical education program which meets the needs of all children. Health and physical education is concerned basically with aiding the total development of individuals through good health habits and selected physical activities.

The following standards pertain to college programs for the preparation of health and physical education teachers:

STANDARD I — The program shall comprise approximately one-third of the four-year curriculum, and a portion of the major program may include appropriate studies from the general education studies.

STANDARD II — The program shall provide basic knowledge in the sciences with sufficient preparation in the biological sciences for understanding the structure and function of the human body, including an understanding of the principles of human movement.

STANDARD III — The program shall provide for knowledge and competencies relative to organizing, planning, administering and evaluating a total program of physical education.

The following competencies are illustrative:

a. relate health and physical education as a part of the total education program.
b. select, purchase, care and maintain facilities, equipment and supplies.
c. organize and administer intramural, recreational and interscholastic programs.
d. select and use appropriate evaluative techniques of student performance.
e. relate principles, standards and procedures of safety.
f. possess techniques of good public relations in interpreting the health and physical education program.
g. organize and administer programs for atypical students.
h. possess knowledge of legal liability and insurance aspects.
i. possess knowledge of first aid and athletic training methods and techniques.

STANDARD IV	The program shall provide understanding of and skills in a wide variety of physical activities to include fundamental skills and exercises, gymnastics, individual and dual sports, team sports and games, mass games and activities, rhythms and dance, camping and outdoor recreation.
STANDARD V	The program shall provide a knowledge of the aims and objectives of health and physical education in elementary and secondary schools, and the competence to provide learning experiences in both elementary and secondary schools.
STANDARD VI	The program shall include basic studies in personal and community health, alcohol, tobacco, drugs, narcotics, social diseases, family living, sex education, safety, first aid, sight and hearing conservation, home care of the sick and disease control.

INDUSTRIAL ARTS
K-12

The industrial arts instructor provides learning experiences which aid students to understand the importance of technology in our society. Industrial arts instruction is concerned with:

a. contributing a unique and necessary segment to the total program of the student's education.
b. developing self-concepts pertaining to the changing requirements for optimum participation in an industrial-technological culture.
c. developing technological literacy.
d. exploring occupational opportunities.
e. discovering and encouraging tool-machine abilities and problem-solving techniques.
f. providing research experiences for students at a level of intensity appropriate for student maturity.

The program to prepare teachers of industrial arts should be a balanced program of general education, professional education and specialized studies. Approximately one-third of the studies and experiences should be in the areas of specialization.

The following standards pertain to college programs for the preparation of industrial arts teachers:

STANDARD I — The program shall provide for breadth of study within the areas of the industrial arts curriculum. A graduate should demonstrate mastery of:

a. knowledge of the philosophy, principles and methods of industrial arts in elementary, middle, junior and senior high schools, and in adult education programs.
b. fundamental knowledge of the historical development of technology and its impact on man and society.
c. technical competencies developed in the major categories of power, visual communications and industrial materials.
d. research and development techniques, study of industrial problems, research and experimentation in solving problems and study of ways to supervise students in studying and solving technological problems.

STANDARD II — The program shall provide for a general study of the areas associated with the major categories of power, visual communications and industrial materials. The

graduate should demonstrate knowledge of the physical technologies. These will be represented in such broad categories as:

a. Power

(1). energy sources
(2). working fluids
(3). energy converters
(4). transmission
(5). controls
(6). applications
(7). other appropriate areas

b. Visual Communications

(1). graphic representation
(2). symbolism and color
(3). reproduction processes
(4). aesthetic visualization
(5). electronic multi-media
(6). other appropriate areas

c. Industrial Materials

(1). materials
(2). manufacturing processes
(3). construction techniques
(4). production methods
(5). research and development
(6). other appropriate areas

It is recommended that prospective teachers of industrial arts be given introductory studies in all areas with an emphasis in one of the major categories. Based on the assumption that real understandings result from direct experiences, a substantial percentage of the time should be devoted to laboratory experiences.

STANDARD III — The professional studies shall provide course work and laboratory experiences which prepare a graduate to work with elementary, middle, junior and senior high school pupils and adults.

STANDARD IV — The program shall include study of other disciplines to give an understanding of the relation of industrial arts to all knowledge and fields of endeavor. The graduate should demonstrate knowledge of:

a. studies in the humanities.
b. studies in mathematics.
c. studies in the sciences.
d. studies in social science.
e. studies in industrial organization and management.

STANDARD V — The program shall include studies and experiences that develop competencies in the techniques appropriate to teaching industrial arts, such as:

a. organize a program.
b. administer and teach a program.
c. purchase supplies.
d. plan and maintain laboratory facilities and equipment.
e. select and organize subject matter data.
f. provide a variety of approaches to teaching.
g. develop an awareness of instructional methods used to teach exceptional children.

STANDARD VI — The program shall be organized to consider individualized instruction for prospective teachers. Existing competencies and experiences of candidates should be considered in planning individual programs of study and experiences.

STANDARD VII — The program shall be organized and administered to assure that graduates entering the schools as industrial arts teachers will, in addition to competencies implied in planning standards, demonstrate:

a. genuine concern for the safety and well-being of pupils.
b. awareness of research and new developments in the field.
c. knowledge and ability to use appropriate teaching techniques and media.
d. appreciation of craftmanship.
e. recognition of the industrial arts contributions in general education.
f. ability to work with professional groups concerning educational matters peculiar to industrial arts programs.

STANDARD VIII — The program shall include studies and experiences to develop the ability of the prospective teacher to communicate with other school personnel in the correlation of the industrial arts program with other disciplines.

LIBRARY SCIENCE
K-12

The library science teacher must be both competent and effective as an educator, knowledgeable about educational processes and designs, conversant with the content of instructional media and capable of relating and interrelating media content with curriculum demand.

Such diversity of competencies and knowledge is demanded by the complex service expected of today's professional library science teachers. This service and its component activities have been specifically outlined by the American Library Association as basic to quality library programs:

a. participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents and other community members.
b. provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.
c. stimulate and guide pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.
d. provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments and to acquire desirable social attitudes.
e. help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials.
f. introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth.
g. work with teachers in the selection and use of all types of library materials which contribute to the teaching program.
h. participate with teachers and administrators in programs for continuing professional and cultural growth of the school staff.
i. cooperate with other library science teachers and community leaders in planning and developing an overall library program for the community or area.

The following standards pertain to college programs for the preparation of library school personnel:

STANDARD I — The program shall provide sufficient opportunity for the prospective library science teacher to acquire a broad general background. The program shall require learning experiences in these foundation areas:

a. educational administration and supervision.
b. principles of teaching and learning.
c. curriculum structure, content and evaluation.
d. humanities.
e. guidance and counseling.
f. communications.
g. research methods.

STANDARD II — The program shall require of each prospective library science teacher acquisition of teaching competency in a curricular area.

STANDARD III — The program shall provide for each prospective library science teacher learning experiences from the specialized library science areas:

a. analysis of nature and content of instructional materials.
b. methods of selecting and evaluating materials through study of individual media as well as through cross-media study by curriculum unit or grade level.
c. methods of utilization of materials to support curriculum and meet student needs.
d. methods of production of appropriate instructional materials including actual laboratory experience.
e. processes for the organization and maintenance of materials and equipment.
f. knowledge in depth of the history and content of books.
g. knowledge in depth of the library science teacher's role as educator, media specialist and curriculum expediter.

STANDARD IV — The program shall require that the prospective library science teacher have practicum experience both in a school library and in a subject area classroom as essential preparation for fulfillment of the duality of the librarian-teacher role.

STANDARD V — The program shall provide selective procedures to assure that certification will be restricted to those having the enthusiasm for learning and the competence required by the library science teacher's demanding educational function.

STANDARD VI — The program shall provide growth opportunities to assure that candidates acquire the broad cultural and intellectual background essential to support the library science teacher's educational role.

STANDARD VII The program shall provide specific experiences to assure that candidate shall acquire administrative, educational and technical competencies basic to successful librarianship.

MATHEMATICS
7-12

Mathematics teachers may be assigned to junior and/or senior high school classes. They are also required to be knowledgeable of the mathematics curricula of the middle and elementary schools.

Effective mathematics teachers must be familiar with such items as:

a. the objectives and content of the many proposals for change in our curriculum and texts.
b. the techniques, relative merits and roles of such teaching procedures as the inductive and deductive approaches to new ideas.
c. the literature of mathematics and its teaching.
d. the underlying ideas of elementary mathematics and the manner in which they may provide a rational basis for teaching.
e. the chief applications which have given rise to various mathematical subjects. These applications will depend upon the level of mathematics to be taught, and are an essential part of the equipment of all mathematics teachers.

The following standards pertain to college programs for the preparation of mathematics teachers. The standards presented herein are concise statements of the more comprehensive statements in Guidelines for Preparation Programs of Teachers of Secondary School Science and Mathematics. National Association of State Directors of Teacher Education and Certification - American Association for the Advancement of Science.

STANDARD I — The program shall consider the sequential nature of mathematics and shall provide the prospective teacher an understanding of some of the aspects of mathematics which his pupils will meet in subsequent courses.

STANDARD II — The program of preparation shall include mathematical studies and experiences which are relevant to the secondary school curriculum, e.g., algebra, geometry, trigonometry, analytic geometry, calculus, probability and statistics.

STANDARD III — The program shall assure knowledge of curriculum improvement studies in mathematics currently being made by various national groups such as School Mathematics Study Group and University of Illinois Committee on School Mathematics.

STANDARD IV — The program shall provide knowledge of ways to apply the principles of mathematics to other disciplines (logis, science, psychology, economics, etc.).

STANDARD V — The program shall develop for the prospective teacher a historical understanding of the relationships of mathematics and the culture in which it existed, or exists.

STANDARD VI — The program shall provide laboratory experiences in working with pupils of both high and low academic abilities and develop the ability to teach computational as well as abstract mathematics.

MIDDLE SCHOOL
4-8

Standards are to be developed, printed and released later. The Bureau of Teacher Education is presently working with an ad hoc committee in drafting the standards.

MUSIC
K-12

The music teacher must be an accomplished musician and educator with a sensitivity to, and a critical awareness of, the aesthetic elements of musical performance. In addition, the prospective music teacher must master all phases of musicianship applicable to providing worthwhile vocal and/or instrumental music experiences for pupils of all grade levels, kindergarten - grade twelve.

The following standards pertain to college programs for the preparation of music teachers:

STANDARD I — The program in music, history, theory, music education and applied music shall comprise approximately one-half of the four-year curriculum; however, demonstrated achievement of musical and teaching competencies should be required for completion of the program.

STANDARD II — The program shall provide a prospective teacher with knowledge of the structural elements of music. The prospective teacher should demonstrate competency in music theory including:

a. ear training (sight singing and dictation).
b. harmony (part-writing, keyboard harmony and improvisation, composition).
c. form and analysis.
d. instrumental and/or vocal arranging.

STANDARD III — The program shall assure competencies in rehearsing and conducting choral and instrumental ensembles, with adequate knowledge of vocal and instrumental techniques commonly used in school courses, bands and orchestras.

STANDARD IV — The prospective music teacher shall perform at the level of public performance in a major applied area in accordance with terms of musical and technical standards established by the college.

STANDARD V — The prospective music teacher shall be expected to demonstrate piano facility as follows:

a. ability to sight-read songs of the type found in a songbook.
b. ability to harmonize at sight, improvising a simple piano accompaniment for songs requiring the use of I, IV, V chords and some simple modulations, and to transpose

the songs and harmonizations to other keys.

c. ability to fluently sight-read simple accompaniments to vocal or instrumental solos and simple piano compositions of the type used for school rhythmic activities.

STANDARD VI — The prospective music teacher shall exhibit a pleasing tone quality and knowledge of tone production relative to vocal music.

STANDARD VII — The prospective music teacher shall have performance experience on a representative instrument of each of the strong, brass, woodwind and percussion families, resulting in a functional knowledge of each. Teaching and basic performance ability on all band and orchestral instruments should be required for instrumental majors.

STANDARD VIII — All prospective music teachers shall participate in both large and small ensembles.

STANDARD IX — The program shall provide knowledge and understanding of music history and literature with emphasis on the relation of music to other arts and humanities in contemporary and past cultures.

STANDARD X — The program shall provide professional laboratory experiences with pupils of elementary and secondary levels in both classroom music and performance-organization teaching, vocal and/or instrumental.

STANDARD XI — The program shall develop a knowledge of a comprehensive program of music based upon sound philosophy and an understanding of what music to teach and how to teach it at any grade level. In addition, the program should include procedures in organizing a comprehensive music curriculum for a school or school system.

STANDARD XII — The program shall allow for individualized scheduling based upon competencies developed prior to entrance into the college music program.

SCIENCES
7-12

BIOLOGY
CHEMISTRY
EARTH AND SPACE SCIENCE
GENERAL SCIENCE
PHYSICS
PHYSICS AND MATHEMATICS

A science teacher should have a broad background in the sciences as well as a specialization in a specific field of science. To possess an understanding of his specialization, a science teacher must have completed studies in related areas. He must be able to emphasize the interrelationship among the various fields and the significance of science as a human activity. He must have mathematical proficiency sufficient for a functional understanding of his area of specialization.

The science teacher in any area of specialization must be prepared to plan and provide learning activities which will assure that pupils:

a. develop scientific literacy which is necessary for intelligent citizenship.
b. develop a concept of science as an accumulated body of knowledge and scientific methods of inquiry.
c. develop modes of thought that encourage critical thinking.
d. develop understandings of the broad conceptual schemes of science including the concepts and principles from which the schemes are structured.
e. develop a more penetrating understanding of the relationships of current science to the other activities of man and his cultural patterns.

The following standards pertain to college programs for the preparation of science teachers. The standards presented herein are concise statements of the more comprehensive statements in Guidelines for Preparation Programs of Teachers of Secondary School Science and Mathematics, National Association of State Directors of Teacher Education and Certification - American Association for the Advancement of Science.

Biology

STANDARD I — The program shall include study and experiences with emphasis on the actual living materials through laboratory and field experiences which promote investigation, inquiry and experimental methods.

STANDARD II — The program shall assure knowledge of the significant biological phenomena as they appear in microorganisms, plants and animals, and the relation of these phenomena to the broad areas of biology.

STANDARD III	The program shall develop for the prospective teacher knowledge of the interrelationship of living organisms with their physical and biotic environments.
STANDARD IV	The program shall assure knowledge of the characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution and systematics.
STANDARD V	The program shall provide studies and experiences in areas which emphasize the relationships with biology, such as chemistry (including introduction to organic and bio-chemistry), physics, paleontology, behavior and mathematics.
STANDARD VI	The program shall provide opportunities for the prospective teacher to design, develop and evaluate effective laboratory activities using the special skills and techniques with equipment, facilities and specimens.
STANDARD VII	The program shall provide the prospective teacher with the competence to teach such courses as those being designed by the Biological Sciences Curriculum Study as well as traditional courses.

Chemistry

STANDARD I	The program shall provide a systematic and quantitative study of fundamental principles of chemistry, interrelated and illustrated with suitable descriptive and historical material.
STANDARD II	The program shall assure competency in organizing and presenting difficult subject content in a manner which develops the understanding by pupils of the appropriate concepts of chemistry.
STANDARD III	The program shall assure competency in providing meaningful pupil learning experiences in organic, inorganic, analytical and physical chemistry.
STANDARD IV	The program shall include studies and experiences which develop for the prospective teacher basic knowledges in physics, biology and mathematics, including a working knowledge of calculus.
STANDARD V	The program shall provide the prospective teacher with the laboratory skills necessary to design experiments and develop demonstrations which are adjuncts to science methods courses,

STANDARD VI — The program shall provide the prospective teacher with the competence to teach courses designed by the Chemical Education Materials Study as well as traditional courses.

Earth and Space Science

STANDARD I — The program shall assure preparation in mathematics and the basic sciences (biology, chemistry and physics), and a major in one of the earth and space sciences (astronomy, geology, meteorology and/or oceanography) with a supporting work in the other three. A major in the broad field of the earth and space science is recommended.

STANDARD II — The program shall prepare the prospective teacher to view and present earth science as an interdisciplinary science involving the study of the lithosphere, atmosphere and hydrosphere, and their relationship to man's environment.

STANDARD III — The program shall place emphasis on field work, assuring a mastery of technique in using a local environment as a laboratory in addition to laboratory demonstrations, experimentation and research.

STANDARD IV — The program shall provide an opportunity for the prospective teacher to develop competencies in working with curriculum materials such as those developed by the Earth Science Curriculum Project.

General Science

STANDARD I — The program shall assure knowledge of the basic principles of biology, chemistry, physics and earth and space science with concentrated study in one of the areas.

STANDARD II — The emphasis of the program shall be on breadth rather than on depth including interrelationships among the sciences and the history and philosophy of science.

STANDARD III — The program shall include laboratory experiences in working with junior high school pupils. Where possible, student teaching should be experienced in a junior high school.

STANDARD IV — The program shall assure that the prospective teacher will be competent to provide pupil learning activities which will aid in the transition from the generalized science offerings of the elementary school to the relatively specialized offerings of the senior high school.

STANDARD V — The program shall assure that the prospective teacher will be competent in the use of teaching aids and laboratory equipment of all science fields which are appropriate for the junior high school level and/or the middle school level.

STANDARD VI — The program shall assure a knowledge of the current curriculum studies in the various science fields, with emphasis on those curricular studies related to the junior high school level and/or the middle school level.

Physics

STANDARD I — The program shall provide a systematic and quantitative study of the fundamental topics of physics, interrelated and illustrated with suitable descriptive and historical material.

STANDARD II — The program shall emphasize mathematical preparation concurrently with the preparation in physics.

STANDARD III — The program shall assure competency in organizing and presenting subject content in a manner which enhances the development by secondary school pupils of appropriate concepts in physics.

STANDARD IV — The program shall assure competency of prospective teachers to provide pupils learning experiences in basic principles of the physics areas of classical, atomic and nuclear physics.

STANDARD V — The program shall include studies and experiences which develop for the prospective teacher basic knowledges in biology, chemistry and mathematics including an introduction to differential equations.

STANDARD VI — The program shall provide the prospective teacher with the laboratory skills necessary to design, develop and evaluate effective laboratory activities using and providing proper maintenance of appropriate equipment.

STANDARD VII — The program shall provide the prospective teacher with the competence to teach such courses as those prepared by the Physical Science Study Committee, and Project Physics as well as traditional courses.

Physics and Mathematics

A physics program which provides additional studies in mathematics relevant to junior and senior high schools may qualify a candidate for the physics and mathematics certificate. Mathematics preparation shall be in accordance with standards for mathematics.

SOCIAL STUDIES
7-12

The teacher of social studies in the secondary school may be assigned to teach interdisciplinary or single discipline courses. Therefore, teacher preparation programs should be designed to enable the prospective teacher to perform effectively in a variety of assignments.

The following standards pertain to college programs for the preparation of social studies teachers:

STANDARD I — The program shall include educational experiences of history and the social science disciplines - anthropology, economics, geography, political science, sociology and psychology.

STANDARD II — The program shall be developed by cooperative planning of all involved departments of the institution.

STANDARD III — The program shall provide an emphasis in history or in a social science discipline to prepare for continued study beyond the bachelor's degree.

STANDARD IV — The program shall include studies which illustrate the possibilities for interdisciplinary cooperation and reciprocal reinforcement among the various social sciences and history.

STANDARD V — The program shall include the structure, key concepts, methodology and generalizations in history and the social science disciplines.

STANDARD VI — The program shall assure experience with and understanding of the approaches and materials of the new social studies curriculum projects.

STANDARD VII — The program shall include content and experiences which provide a knowledge and understanding of the contributions and roles of all racial, ethnic and religious groups.

STANDARD VIII — The program shall provide the prospective social studies teacher with experiences in the effective use of multimedia resources to provide a variety of learning experiences geared to various levels of student experience and ability.

STANDARD IX — The program shall assure that the prospective social studies teacher has a knowledge of current affairs including controversial issues and has acquired teaching strategies for their effective use in the classroom.

STANDARD X — The program shall recognize appropriate course work in general education.

SPECIAL EDUCATION
K-12

EMOTIONALLY DISTURBED
HEARING IMPAIRED
MENTALLY RETARDED
PHYSICALLY HANDICAPPED
SPEECH CORRECTION
VISUALLY IMPAIRED

The teacher of exceptional children should have the understandings, knowledge and skills which are needed by any teacher. The programs of preparation for a prospective teacher of exceptional children should also provide the competencies which every teacher must have, and should develop competency and understanding in one or more specific areas of special education.

General standards applicable to all areas of special education are followed by specific standards for the respective areas of specialization.

GENERAL STANDARDS

STANDARD I — The program shall provide an understanding of the types and natures of exceptionalities among children and youth and their educational relevance.

STANDARD II — The program shall provide competency in individual and group classroom management procedures appropriate to exceptional children such as:

a. use of diagnostic procedures to identify the learning difficulties of the exceptional child.
b. the ability to develop and implement prescriptive programs based on diagnostic findings.
c. knowledge of techniques utilized in behavioral control.

STANDARD III — The program shall develop social skills and attitudes to enable the prospective teacher to work effectively with other school personnel in coordinated programs for exceptional children.

STANDARD IV — The program shall develop the ability to interpret the educational program to parents, teachers, administrators and community groups.

STANDARD V — The program shall provide opportunities to observe institutions and facilities concerned with the education, health and welfare of all types of exceptional children.

STANDARD VI — The program shall provide early opportunities for supervised laboratory experiences with exceptional children as one means of determining the candidate's maturity for work with exceptional children.

STANDARD VII — The program shall encourage student affiliation with appropriate professional groups, and create an awareness of the referral agencies available for aid to exceptional children.

STANDARD VIII — The program shall require in depth study and experience which develops reasonable competence in one or more of the following areas of concentration.

SPECIFIC STANDARDS

a. Emotionally disturbed

(1). The program shall provide the prospective teacher with the theoretical bases of counseling and psychotherapy, and with depth studies in emotional and social problems.

(2). The program shall provide for the development of specific teaching techniques for the diagnosis and remediation of learning problems caused by mal development of personality as manifested by a variety of symptoms and problems, such as adjustment reactions of childhood, conduct disorders, neuroses, character disorders and psychoses.

(3). The program shall develop for the prospective teacher an awareness of the significant role of parents and the influences of the total environment of the pupil.

(4). The program shall provide the prospective teacher with knowledge of the results of research in the area of emotional disturbance and closely allied fields.

b. Hearing Impaired

(1). The program shall assure teacher competencies in management of pupils with speech and hearing disorders, including diagnosis and evaluation, therapeutic methods and materials.

(2). The program shall provide study in audiometry and hearing rehabilitation, including studies in hearing problems and testing of hearing.

(3). The program shall develop competencies in auditory training and speech reading, speech for the acoustically handicapped and in working with the deaf.

(4). The program shall provide opportunities to observe procedures of diagnosis and case management by qualified clinicians.

(5). The program shall develop therapeutic skills and judgments and provide opportunities to perform therapeutic services under supervision.

(6). The specific program for deaf and hard of hearing shall consider and meet in a satisfactory manner, the standards developed by the Council on Education of the Deaf.

c. Mentally Retarded

(1). The program shall provide the prospective teacher with knowledge related to the needs of the mentally retarded, knowledge of programs and procedures for working with the mentally retarded and professional laboratory experiences with mentally retarded children.

(2). The program shall include studies and experiences which will provide the prospective teacher with knowledge of the following:

(a). etiology of mental retardation.
(b). characteristics of mentally retarded and classification and diagnosis.
(c). social control and adjustment of the mentally retarded.
(d). information about the educational processes of the trainable and educable mentally retarded.
(e). interpretation of psychological tests.
(f). screening and selection of children for class placement.
(g). curriculum development, methods, materials and special teaching techniques.
(h). problems related to integration of mentally retarded students into general school organization.

(3) The program shall provide for the educable, trainable, severe and profound aspects of mental retardation and allow for emphasis in one of these.

d. Physically Handicapped

(1). The program shall prepare the prospective teacher to provide learning environments for children who are medically defined as physically handicapped; who have other health problems; or who have central system disorders that place them within a definition of chronic conditions.

(2). The program shall provide understandings and knowledge of the special problems and processes of assessing physically handicapped and shall emphasize the effects that the physical handicap has on the learning processes and the diagnostic procedures to be used in the teaching role.

(3). The program shall provide experiences to develop competencies in curriculum development and special methodologies relative to children who may be minimally or multiply handicapped.

(4). The program shall provide for supervised field visits to various community agencies which assist in the diagnosis, placement, counseling and rehabilitation of children who are physically handicapped.

(5). The program shall provide professional laboratory experiences including internships in the types of programs in which physically handicapped children are to be found--i.e., day schools, home bound, hospital schools, convalescent homes, residential schools and regular or special class placement.

e. Speech Correction

(1). The program shall provide knowledge of the study of normal speech in children, typical and common speech defects found among preschool and school age children, and basic techniques for their prevention and correction.

(2). The program shall provide knowledge of the etiology and treatment of the more severe speech deviations, such as articulation, stuttering, voice, organic and symbolization disorders.

(3). The program shall provide knowledge of phonetics and language development.

(4). The program shall provide knowledge of physiological, psychological and social foundations of speech and hearing disorders including anatomy, physiology and function of auditory and speech mechanisms.

(5). The program shall provide study in audiometry and speech reading and speech for the acoustically impaired.

(6). The program shall provide opportunities to observe procedures of diagnosis and case management by qualified correctionists.

(7). The program shall develop skills and judgments and provide opportunities to perform under supervision with the equipment essential for the conduct of speech correction.

f. Visually Impaired

(1). The program shall provide study of the anatomy and physiology of the eye and knowledge of the symptoms and diagnosis of partial vision and total loss of sight.

(2). The program shall provide knowledge of local, state and national facilities for serving the visually handicapped and the blind and knowledge of the provisions available for the partially seeing child.

(3). The program shall provide knowledge of common plans of organization and current facilities for serving partially seeing children, and the principles of preparation, selection and effective use of appropriate instructional materials.

(4). The program shall develop teacher competencies to solve the problems of adaptation of school environments to meet the needs of partially seeing children.

(5). The program shall develop teacher competencies with teaching methods applied to the special needs and capabilities of partially seeing and blind children, and study and experience in testing programs and their interpretations.

TEACHING INTERN (graduate)
[Scope depends upon
certification area]

These programs are for graduates of college studies other than education who are seeking to qualify for an instructional certificate. The internship may be in any one of the instructional areas of certification.

The following common standards pertain to graduate college programs for teaching interns:

STANDARD I	The program shall provide for selection procedures which emphasize the scholarly and personality qualifications of the candidates.
STANDARD II	The program shall develop the competencies normally acquired in undergraduate teacher education preparation for the specific area of certification.
STANDARD III	The program shall provide individualized scheduling appropriate to varied student backgrounds.
STANDARD IV	The program shall provide content and procedure at a graduate level of quality.
STANDARD V	The program shall include appropriate student teaching or internship experiences equivalent to or exceeding those normally required in undergraduate programs. Supervision of field experiences shall be in accordance with Guidelines, Roles and Procedures for Improving the Student Teaching Field Experience in Pennsylvania, Pennsylvania Department of Education, 1969.
STANDARD VI	The program requiring a master's degree shall develop teacher competencies beyond those anticipated at the conclusion of a bachelor's degree program.

VOCATIONAL-DEGREE

AGRICULTURE
K-12

The agriculture teacher must provide instruction in a classroom situation and, in addition, must be competent to effectively participate in planning, promoting, initiating and evaluating educational programs in agriculture for high school youth and adults. The teacher of agriculture although assigned to a school setting is responsible for personal development, community living, citizenship, home living, supervised occupational experience and educational leadership in the area of agriculture within the service area of the school district in which employed.

The following standards pertain to college programs preparing agriculture teachers:

STANDARD I — The program shall assure that practical farm or other agricultural experience is a part of the requirements to be met for completion of the program leading to certification.

STANDARD II — The program shall provide a broad understanding of the biological, physical and applied sciences as they relate to practical solutions of agricultural problems.

STANDARD III — The program shall provide technical agriculture subjects sufficiently broad in scope and sufficiently flexible that students may study in several agricultural areas.

STANDARD IV — The program shall include a sequence of studies and experiences which provide basic knowledge in areas such as the following:

a. plant science and technology.
b. animal science and technology.
c. agricultural business management and technology.
d. agricultural mechanics science and technology.

STANDARD V — The program shall provide for specialized preparation for one or more of the following occupational areas:

a. agricultural production.
b. agricultural supplies.
c. agricultural mechanics.
d. agricultural products.
e. ornamental horticulture.
f. agricultural resources.
g. forestry.
h. other agriculture.

STANDARD VI	The program shall provide for professional studies which are appropriate for the unique preparation needed for an agriculture teacher.
STANDARD VII	The program shall assure that prospective teachers are prepared to advise a Future Farmers of America chapter, other agricultural youth organizations and a Young Farmers Association.
STANDARD VIII	The program shall provide studies and experiences which enable the prospective teacher to perform the appropriate occupational skills while working with pupils and adults in projects and programs relative to the agricultural instructional areas.
STANDARD IX	The program shall provide an opportunity for each student to obtain teaching experience under the direction of qualified agriculture teachers in cooperating comprehensive high schools and/or vocational-technical schools.

BUSINESS EDUCATION
7-12

VOCATIONAL-DEGREE

ACCOUNTING
DATA PROCESSING
MARKETING
SECRETARIAL
TYPEWRITING

Business curricula on the secondary level prepare individuals for entry-level employment in the business office. These curricula prepare individuals for effective living in our economy by making pupils aware of business services available, developing competencies needed by effective consumers and by familiarizing pupils with occupational opportunities in the business world.

Due to breadth and diversity of this area, provision is made for five certificates--accounting, data processing, marketing, secretarial and typewriting. Individuals with preparation in any one of the five areas shall be prepared to teach subjects such as business English, business law, business mathematics, consumer education, recordkeeping, principles of data processing business economics and general business.

COMMON STANDARDS

STANDARD I — The program shall include, in addition to general and professional studies, experiences which provide prospective teachers with knowledge of our economic system, business organization, philosophy and objectives of vocational education and occupational technology.

STANDARD II — The program shall include studies and provide experiences which develop the ability to

a. plan, organize and administer a program including work experiences.

b. understand concepts of automating data.

c. conduct meaningful survey activities, e.g., surveys of business offices and follow-up studies of secondary school graduates to enable teachers to offer current occupational information to their students.

d. plan for laboratory facilities and equipment.

e. operate and maintain the more common types of office equipment including duplicators, transcribing machines, adding-listing machines, calculators and typewriters.

STANDARD III — The program shall include studies and understandings of the organizational structures and functions of comprehensive high schools and area vocational-technical schools.

STANDARD IV — The program shall include studies in preparing teachers to organize and teach adult education programs.

STANDARD V — The program shall provide prospective business teachers with satisfactory occupational experience in one or more business and office occupations.

STANDARD VI — The program shall develop an understanding of career opportunities in business and office occupations.

STANDARD VII — The program shall develop competencies in teaching business subjects.

STANDARD VIII — The program shall include opportunities for students to receive specialized competencies in two or more of the following areas of certification:

a. Accounting

(1) The program shall provide the prospective teacher with a comprehensive understanding of the theories and skill of accounting.

(2) The program shall develop competencies in the art and techniques involved in recording, analyzing, classifying and interpreting data.

b. Data Processing

(1) The program shall require a background in bookkeeping and accounting which includes all knowledge prerequisite to the study of programming.

(2) The program shall provide a knowledge of the features and uses of unit record equipment, and the ability to operate and program such equipment.

(3) The program shall develop the ability to analyze more complicated business problems, program them and interpret the results.

(4) The program shall include the study of, and provide experience in, systems analysis.

(5) The program shall develop an understanding of the basic concepts of computer logic, programming and storage.

c. Marketing

(1) The program shall develop a knowledge of marketing functions, institutions, policies and practices.

(2) The program shall foster an understanding of the role of marketing in the economy.

(3) The program shall provide an insight into consumer motivation and behavior.

d. Secretarial

(1) The program shall develop teacher proficiency in basic secretarial and related office skills.

(2) The program shall develop an understanding of secretarial procedures and relationships of various procedures to job opportunities in the business world.

e. Typewriting

(1) The program shall develop occupational proficiency in typewriting.

(2) The program shall provide adequate guided professional laboratory experiences which are appropriate for the preparation of a typewriting teacher.

VOCATIONAL-DEGREE

DISTRIBUTIVE EDUCATION-TEACHER COORDINATOR
7-12

The vocational education teacher-coordinator has the responsibility for coordinating the theoretical learning activities of the classroom with those practical learning experiences on the job. He must interpret the distributive education program to school and community and attempt to meet the needs of all students and adults interested in marketing and distribution by providing relevant learning experiences.

The distributive education teacher-coordinator who develops and administers an effective program will affect a cooperative working relationship between the schools and the business community. The competencies for an effective performance require a combination of teaching ability, public relations techniques and a general knowledge of the world of business.

The following standards pertain to college programs which prepare vocational education teacher-coordinators:

STANDARD I	The program shall provide methodologies for the development of understandings and skills in the distributive education subject areas included in the secondary school curriculum (Distributive Education Curriculum for High School Programs, Commonwealth of Pennsylvania, 1967).
STANDARD II	The program shall include provision for practical business experience acquired in employment for candidates not having previous acceptable experiences.
STANDARD III	The program shall include appropriate study in the areas related to the content in the secondary school curriculum (Distributive Education Curriculum for High School Programs, Commonwealth of Pennsylvania, 1967).
STANDARD IV	The program shall develop instructor, adviser and program administrator competencies to plan and coordinate a pupil's in-school learning experience with actual learning on the job.
STANDARD V	The program shall provide individual experiences and studies in processes leading to the utilization of community resource personnel.
STANDARD VI	The program shall provide theoretical and/or practical educational experiences in working with adults.
STANDARD VII	The program shall develop competency in planning and implementing current curriculum materials.

STANDARD VIII The program shall require experiences which encourage knowledge of an involvement in the professional organizations and the literature relative to distribution and distributive education.

VOCATIONAL-DEGREE

HOME ECONOMICS
N-12

The home economics instructor is concerned with family life. It is a subject field which is concerned with aspects of family life, treating these aspects in their practical relationships in order to help individuals and families improve home environments, the quality of personal and family living and the proper nurture of children.

The Vocational Amendments of 1968 state:

> "Consumer and homemaking education means education designed to help individuals and families improve home environments and the quality of personal and family life, and includes instruction in food and nutrition, child development, clothing, housing, family relations and management of resources with emphasis on selection, use and care of goods and services, budgeting and other consumer responsibilities."

Home economics, at all grade levels, draws from the same body of basic knowledge. The teacher education program for home economics teaching includes dual preparation.

a. An emphasis upon the responsibilities of the homemaker including the dual role of homemaker and wage earner.

b. An emphasis upon work with young children and parents in child development laboratories under the homemaking program.

The following standards pertain to college programs for the preparation of home economics teachers;

STANDARD I — The program shall provide studies and experiences based on concepts and generalizations in each of six areas:

a. human development and the family.
b. child care and development.
c. home management and consumer education.
d. food and nutrition.
e. housing and home furnishings.
f. clothing and textiles.

STANDARD II — The program shall provide for studies in the root disciplines on which home economics subject matter is based, such as:

a. art - e.g., design, color.
b. social sciences - e.g., sociology, economics, anthropology.

c. behavioral sciences - e.g., psychology, child development.
d. physical and natural sciences - e.g., chemistry, physics, biology.

STANDARD III — The program shall provide studies of, and experiences with, a variety of family styles and subcultures representative of different socio-economic, ethnic and racial groups, with emphasis on the effects of home environments on child development.

STANDARD IV — The program shall assure that the prospective teacher has knowledge of the national, state and local referral agencies which provide aid for individuals and families.

STANDARD V — The program shall include learning experiences in planning, organizing and implementing a home economics program in a school or schools and in planning and organizing child development programs.

STANDARD VI — The program shall provide studies and experiences which will enable the teacher to structure learning situations utilizing the cognitive, affective and psychomotor development of young children and pupils of all age levels.

STANDARD VII — The program shall develop the technical skill for the prospective teacher in utilization of facilities and equipment to implement learning situations for children and pupils of all age levels.

VOCATIONAL-DEGREE TRADE AND INDUSTRIAL

Applicants who have completed the basic requirements for graduation from a college or university in an approved degree curriculum, and who meet all the requirements of the *vocational instructional certificate I and II (49.112 and 49.113) may be issued a college certificate for teaching the trade and industrial subjects in which the requirements for a vocational instructional certificate have been met.

*Vocational instructional certificates are described in Part III of this publication

Revised September 1973

2. Endorsements to Instructional Certificates

An endorsement shall extend an existing instructional certificate to include an additional area of certification in accordance with the policies and procedures of program approval. The applicant shall have completed an approved program and shall have been recommended by the preparing institution. (Pennsylvania Code, Title 22, Chapter 49 - Section 49.71 - Regulations of the State Board of Education.)

Driver Education-Safe Living
Elementary Library Science
Environmental Education
Reading Specialist
Special Education
- Emotionally Disturbed
- Hearing Impaired
- Mentally Retarded
- Physically Handicapped
- Speech Correction
- Visually Impaired

DRIVER EDUCATION-SAFE LIVING
7-12

The driver education-safe living instructor provides classroom, laboratory and on-the-road learning situations which promote safe driving skills and positive attitudes toward safety.

The following standards pertain to college programs for the preparation of driver education-safe living instructors:

STANDARD I	Candidates for the driver education-safe living certificate must possess, or be a candidate for, a valid Pennsylvania certificate in any area of certification.
STANDARD II	The program shall include opportunities for the candidate to student teach in theory classes and behind-the-wheel situations under adequate supervision.
STANDARD III	The program shall provide the candidate with the specific knowledge of administrative procedures, practices and policies required for an approved driver education program.
STANDARD IV	The program shall require knowledge to assess current trends and to know of current materials and innovative methodology in driver education.
STANDARD V	The program shall develop for the candidate an awareness of the necessity to provide students with the proper attitudes toward safe driving as well as with the required skills of manipulation.
STANDARD VI	The program shall provide studies in general safety in addition to auto safety practices.

ELEMENTARY LIBRARY SCIENCE
K-8

The holder of a certificate valid for elementary education may qualify for an endorsement of elementary library science upon the completion of an approved program. This individual is then certificated to provide library services in elementary or middle schools.

The following standards pertain to college programs for the preparation of elementary school librarians:

STANDARD I — The program shall be an organized sequence of courses specifically relevant to elementary school library work.

STANDARD II — The program shall provide the candidate with competency and knowledge in the following:

a. school library administration.
b. classification and cataloging of print and non-print materials.
c. children's and adolescent literature.
d. book selection for school libraries.

STANDARD III — The program shall provide experiences to develop story-telling techniques and other motivational techniques to interest young learners to use library resources.

STANDARD IV — The program shall provide practicum experiences with young children, preferably in school situations under the supervision of a cooperating teacher-librarian.

STANDARD V — The program shall provide for a MODEL elementary library on campus which may be used as a demonstration center using children from the local community in simulated school activities.

STANDARD VI — The program shall provide studies and experiences with instructional media materials, equipment and facilities.

READING SPECIALIST
K-12

The reading specialist is a resource person whose professional preparation is adequate for performing those tasks related to the implementation of reading programs in all grades. Professional duties include developmental and corrective instruction.

The following standards pertain to college programs for the preparation of reading specialists:

STANDARD I	Candidates for the reading program must possess a valid certificate to serve professionally in the schools of the Commonwealth.
STANDARD II	The preparation program shall have a planned sequence, but with sufficient flexibility to allow for differences in the educational background and experience of the candidate.
STANDARD III	The program shall extend the candidate's understanding of the nature of the learner and the learning process with specific application to reading.
STANDARD IV	The program shall extend and deepen the candidate's ability to work effectively with children in developing reading skills and correcting reading disabilities.
STANDARD V	The program shall provide a supervised practicum with children in developmental and corrective reading instruction.
STANDARD VI	The program shall increase the candidate's knowledge of the techniques and materials used in reading instruction.
STANDARD VII	The program shall develop the candidate's concept of the reading specialist's role in staff relationships and the total school organization.
STANDARD VIII	The program shall develop the candidate's sensitivity to the causes of reading problems in disadvantaged children.

SPECIAL EDUCATION
K-12

EMOTIONALLY DISTURBED
HEARING IMPAIRED
MENTALLY RETARDED
PHYSICALLY HANDICAPPED
SPEECH CORRECTION
VISUALLY IMPAIRED

The standards for special education instructional I certificates are appropriate for the evaluation and approval of an endorsement program which qualifies the holder of an elementary or secondary certificate to teach in one of the special education areas.

3. Educational Specialist Certificates

These certificates are issued to persons whose primary responsibility shall be to render professional service other than classroom teaching. The service shall be directly related to the welfare of the learner and may include service to other professional personnel working with learners.

Dental Hygienist
Elementary School Guidance Counselor
Home and School Visitor
Instructional Media Specialist
School Nurse
School Psychologist
Secondary School Guidance Counselor

CERTIFICATION--Candidates without previous certification who complete a program of studies may be recommended for educational specialist I certificate. Those candidates previously certificated who have a minimum of three years successful school experience may be recommended for educational specialist II.

DENTAL HYGIENIST
K-12

The dental hygienist promotes sound dental practices among school pupils. This specialist is a member of the professional staff interested in the welfare of pupils as a whole, and of their dental health in particular.

The following standards pertain to college programs preparing dental hygienists for school certification:

STANDARD I	The program shall require that candidates for admission hold current licensure as a dental hygienist in Pennsylvania.
STANDARD II	The program shall consist of approximately two years of college study in general and professional education studies and experiences as an extension of the nondegree dental hygienist program.
STANDARD III	The program shall provide studies which will provide comprehensive understandings of child development.
STANDARD IV	The program shall provide studies and experiences which develop understandings of the cultures of all socio-economic, ethnic and racial groups with appropriate stress on the home environment of these groups.
STANDARD V	The program shall assure competencies in group dynamics, public relations and educational methods.
STANDARD VI	The program shall develop for the candidate an understanding of the organization, administration and operation of the public schools.

ELEMENTARY SCHOOL GUIDANCE COUNSELOR
K-8

The elementary school guidance counselor should possess the personality, knowledge and skill to function within the elementary and middle schools of the Commonwealth. The elementary school guidance counselor possesses the necessary understandings and specialized competencies to work successfully with children, parents, school staff and community agencies in promoting the optimum development of all children.

The following standards pertain to college programs for the preparation of elementary school guidance counselors:

STANDARD I — The program shall constitute at minimum the equivalent of one year of full time study on a graduate level.

STANDARD II — The program shall be designed to include the development of competencies listed on pp. 9-10 of Program Approval Guidelines for Counselor Education Programs, 1967.

STANDARD III — The program shall extend the understanding of basic educational philosophies and school curriculum patterns for elementary and middle schools specifically, and for all schools generally.

STANDARD IV — The program shall include a study of societal forces and cultural changes and provide an understanding of the cultures of all socio-economic, ethnic and racial groups.

STANDARD V — The program shall assure that the prospective elementary or middle school counselor has had adequate background experiences with pupils and teachers of the appropriate grade levels.

STANDARD VI — There shall be evidence that careful screening is employed to assure that only persons of integrity, having the respect of fellow workers, are accepted as candidates.

NOTE: For additional information see Program Approval Guidelines for Counselor Education Programs, Pennsylvania Department of Education, 1967.

HOME AND SCHOOL VISITOR
(School Social Worker)
K-12

The home and school visitor focuses on school and community environments which may inhibit or enhance the educational development of the child. Working directly with the home, this specialist must bring to the Pupil Personnel Services Team the ability to develop positive interpersonal relationships with individuals and groups. As an integral member of the school staff, the home and school visitor should be prepared to receive referrals of children who exhibit symptoms of poor school adjustment, to seek the cause of maladjustment, and to counsel child, parent and teacher to effective solutions.

In performing his school role, the home and school visitor uses distinctive skills which individualize the service and outcomes. He draws on an extensive knowledge of human behavior and social institutions. This specialist serves as a consultant to school administrators, the instructional staff, and co-workers. His primary concerns in consultative services are the welfare of individual students, the interpretation of school and community trends and the development and modification of school policies.

The following standards apply to graduate programs for the preparation of home and school visitors.

STANDARD I — The program shall provide for the comprehension of principles and developments affecting the role of the home and school visitor and for the specific competency requirements of that role.

STANDARD II — The program shall provide appropriate experiences in the following:

a. psychological assessment.
b. counseling and consultation.
c. social case work.
d. family problems.
e. staff cooperation and communication.
f. community resources and social work agencies.

STANDARD III — The program shall provide increased understanding of education as an institution and its relation to the community, advanced understanding of current developments in the field of knowledge affecting the school curriculum, curriculum development, educational supervision, knowledge of school law and legal provisions pertaining to child welfare.

STANDARD IV — The program shall provide for depth studies of child growth and development and increased understandings of principles and developments concerning the learner and the learning process.

STANDARD V — The program shall provide for an orientation to the cause and effects of stress, disability, disease, and deprivation

on human behavior and development especially in children whose learning is affected by physical, neurological, intellectual, emotional disturbances or retardation.

STANDARD VI — The program shall provide for an advanced comprehension and sensitivity to the dynamics and interrelatedness of the school and the home as it applies to the individual child.

STANDARD VIII — The program shall provide supervised practicum experiences with opportunities for the student to:

a. observe how school social workers discharge their duties.
b. gain knowledge of the essentials in conducting a successful school social work program.
c. acquire theoretical understandings of successful school social work programs.
d. learn important aspects of relationships with parents and of the school organization.
e. evaluate his competencies as an effective school social worker through carefully assessed practice.

INSTRUCTIONAL MEDIA SPECIALIST
K-12

The instructional media specialist is concerned with the improvement of the learning processes and instruction through the use of appropriate instructional media by teachers and pupils. The specialist provides the philosophical and technical consultative services to assure more effective use of available media.

The following standards pertain to college programs for the preparation of instructional media specialists:

STANDARD I — The program shall require previous, or concurrent, acquisition of a valid permanent instructional certificate.

STANDARD II — The program shall provide studies and experiences which will increase the candidate's ability to:

a. evaluate the learners' instructional media requirements.
b. write measurable behavioral objectives for intended learnings of pupils.
c. identify learning strategies of pupils.

STANDARD III — The program shall assure specialist competencies in production techniques, operational techniques, organization of programs and administrative-supervisory practices related to instructional media services for a school or school system.

STANDARD IV — The program shall include studies and experiences in group processes which develop leadership techniques for working with teachers, pupils and administrative-supervisory personnel.

STANDARD V — The program shall assure increased comprehension of the principles of curriculum, and the application of instructional media techniques to the curriculum.

STANDARD VI — The program shall provide studies and experiences which develop knowledge of effective media which is unique for specific minority groups in our pluralistic culture.

STANDARD VII — The program shall assure completion of supervised school experiences in the various roles of a classroom teacher and educational media specialist.

NUTRITION SERVICE SPECIALIST
N-12

The nutrition service specialist works with others to plan, develop and supervise the nutrition service program. This person may serve as a staff assistant to a district supervisor of nutrition service.

The following curriculum standards shall serve as the basis for approval of the program of studies for nutrition service specialist:

STANDARD I	The program should provide, in an approved curriculum granting a baccalaureate degree, specialization studies including the science of food and nutrition, nutrition education, and a program of institution administration and related subjects.
STANDARD II	The program should provide studies and experiences with a variety of age levels, ethnic and socio-economic groups with emphasis on the relationship of health and nutrition.
STANDARD III	The program should assure that the prospective specialist has knowledge of federal, state and local laws, regulations and policies governing school nutrition service programs.
STANDARD IV	The program should assure that the prospective specialist has knowledge of federal, state and local agencies concerned with school nutrition service programs.
STANDARD V	The program should assure that the prospective specialist has learning experiences in planning, organizing and supervising a school nutrition service program.
STANDARD VI	The program should assure that the prospective specialist has the opportunity to develop the ability to use available human resources in implementing a school nutrition service program.
STANDARD VII	The program should assure that the prospective specialist has an opportunity to develop technical skills to use available facilities and equipment in implementing the school nutrition service program.

SCHOOL NURSE
N-12

The school nurse assesses the health needs of pupils and school personnel, cooperatively plans ways to meet these needs, gives leadership and guidance in the implementation of these plans and conducts a continual evaluation of the health program within the school.

The following standards pertain to college programs for the preparation of school nurses.

STANDARD I — The program shall require that a candidate possess current licensure as a professional registered nurse in Pennsylvania, and that she shall have evidence of one year's supervised experience as a graduate nurse.

STANDARD II — Personnel of the preparing institution shall review the work experience and educational background of the candidate and determine the appropriate program of studies which best meets the individual's needs in relation to the standards presented herein.

STANDARD III — The program shall provide studies and experiences which will provide comprehensive understandings of child development.

STANDARD IV — The program shall provide studies and experiences which develop comprehensive understandings of the cultures of all socio-economic, ethnic and racial groups with special emphasis on the home environments of these groups.

STANDARD V — The program shall assure competencies in group dynamics and public relations.

STANDARD VI — The program shall provide studies and experiences related to:

a. public health nursing.
b. family casework.
c. communicable diseases.
d. nutrition.
e. counseling.
f. health appraisal; audiometric, visual and other screening procedures including technical aspects, interpretation and follow-up techniques.
g. family living.
h. evaluation of health programs.

STANDARD VII	The program shall provide studies which are part of general education sequences in a degree granting institution.
STANDARD VIII	The program shall develop for the candidate an understanding of the organization, administration and operation of the public schools.

SCHOOL PSYCHOLOGIST
K-12

The school psychologist is concerned with the learning and behavior of all children, including all types of exceptionalities. As a specialist, he is prepared to evaluate individual and group differences and prescribe courses of action. He facilitates the development of children and youth in educational settings through the application of human learning, motivation and personality theory. He is expected to be effective in his relationships with school personnel, parents and community.

A substantial portion of the school psychologist's professional knowledge, competencies and time is used in:

a. Collaboration, consultation and conference with professional personnel or parents with the purpose of enhancing the learning potential of school children.

b. Clinical work, including psychodiagnostics, with children who have learning or associated problems.

A candidate for certification as a school psychologist shall possess entry level competency in all of the following abilities to:

a. Establish priorities and procedures relating to the initiation of child studies.

b. Conduct individual and group diagnostic studies and to develop appropriate recommendations which include the specific ability to:

   (1). Evaluate the current functional level of the child.
   (2). Identify strengths and weaknesses in learning potential.
   (3). Assess personality and social factors which affect the child's learning and personal school adjustment.
   (4). Prepare individual prescriptions to meet the needs of children in school.
   (5). Identify children for whom special services and special educational programs are needed.

c. Interpret diagnostic findings to the child, parents, teachers and personnel of schools and agencies; to counsel with these persons about the significance of diagnostic studies and the recommendations arising from them.

d. Help parents and school personnel understand the meaning and implication of "normal" and "abnormal" behavior of children.

e. Provide individual and group adjustment counseling.

f. Consult effectively with parents, school, professional and community agency personnel.

g. Initiate, develop and supervise special programs and services for exceptional children and/or consult with teachers and supervisors of such programs.

h. Develop in-service programs for school personnel in the application of concepts from the disciplines of psychology and education including new professional roles and operational models.

i. Demonstrate a knowledge and understanding of administrative and supervisory procedures in those activities related to school psychology.

j. Plan, implement and utilize group evaluative procedures.

k. Apprise the community of psychological services presently available and to help initiate, plan and develop additional community programs and services.

l. Assist in research of a psycho-educational nature which bears on the adjustment and educational performance of children and to summarize, interpret and disseminate pertinent research findings.

m. Demonstrate a knowledge and understanding of an ethical approach in psychological activities in the school aimed at protecting the rights of the individuals involved.

Preparation programs in school psychology should be designed to prepare school psychologists who possess all the aforementioned competencies. Within individual preparation patterns, the following program standards should prevail:

STANDARD I — The program should assure the acquisition and mastery of a broad understanding of the psychology of learning and the learning disabilities of all pupils.

STANDARD II — The program should provide a comprehensive understanding of personality development and the dynamics of human behavior.

STANDARD III — The program should provide studies and experiences which develop competencies in psychological assessment, individual and group prescriptive procedures, reporting and counseling and consultation and guidance.

STANDARD IV — The program should provide studies and experiences in both the performance and interpretation of research and the application of research to educational adjustment.

ATANDARD V	The program should provide a comprehensive understanding of the roles and functions of other pupil personnel service workers and should develop integrated concepts from such related disciplines as cultural anthropology, sociology, humanities, economics and medicine.
STANDARD VI	The program should assure a comprehensive understanding of the organization, administration and operation of public schools; the various major roles of the personnel employed in public schools; and appropriate knowledge of curriculum development in all grade levels.
STANDARD VII	The program should provide a broad practicum experience of approximately one semester under adequate supervision in clinics, hospitals, institutions for children and schools, including a supervised internship in realistic school situations.

SECONDARY SCHOOL GUIDANCE COUNSELOR
7-12

The secondary school guidance counselor should possess personality, knowledge and skill to function within the secondary schools of the Commonwealth. The secondary school guidance counselor requires specialized competencies to work effectively with administration, teachers, parents, other school specialists and community resource personnel to assist all students within the framework of the developmental needs and problems of youth.

The following standards pertain to college programs for the preparation of secondary school guidance counselors:

STANDARD I	The program shall constitute at minimum the equivalent of one year of full-time study on a graduate level.
STANDARD II	The program shall be designed to include the development of competencies listed on pp. 11-12 of Program Approval Guidelines for Counselor Education Programs, 1967.
STANDARD III	The program shall extend the understanding of basic educational philosophies and school curriculum patterns for all schools with a specific emphasis upon the secondary school, and shall include a comprehensive understanding of the nature and purpose of post secondary schools.
STANDARD IV	The program shall include study of societal forces and cultural changes and provide an understanding of the cultures of all socio-economic, ethnic and racial groups.
STANDARD V	The program shall assure that the prospective secondary school guidance counselor has had adequate background experience at the appropriate grade level.
STANDARD VI	There shall be evidence that careful screening is employed to assure that only persons of integrity, having the respect of fellow workers, are accepted as candidates.

NOTE: For additional information see Program Approval Guidelines for Counselor Education Programs, Pennsylvania Department of Education, 1967.

4. Supervisory Certificates

These certificates are issued to persons who are qualified for supervisory responsibilities in a specific instructional or educational specialist area. The programs of preparation must be in accordance with Pennsylvania Code, Title 22, Chapter 49 - Section 49.11 - Regulations of the State Board of Education.

General standards which may be adapted to any area of certification are presented. Standards for specific supervisory certificates shall be made available as they are completed and submitted by professional groups from the various areas of certification, and approved by the Secretary of Education.

Agriculture
Art
Business
Communication Arts
Distributive Education
Elementary
Environmental Education
Foreign Languages
Health and Physical Education
Home Economics
Industrial Arts
Library Science
Mathematics
Music
Reading
School Food Services
School Guidance Services
Science
Social Studies
Special Education
Vocational Education

Revised September 1973

SUPERVISORY CERTIFICATES
GENERAL STANDARDS
K-12

The supervisor of an instructional area, or of an educational specialist area, is primarily interested in the improvement of instruction or educational specialist services in a specific area.

The graduate programs of preparation for the supervisory certificate shall provide for any supervisory area in accordance with the following general standards:

STANDARD I — The program shall be an extension of a master's program which led to the acquisition of a level III certificate in the particular area for which a supervisory certificate is sought.

STANDARD II — The program shall provide increased competence in the area to be supervised, with special emphasis on recent research and new developments.

STANDARD III — The program shall develop increased comprehension of principles and practices in curriculum development and competence to interpret this development to others.

STANDARD IV — The program shall develop a comprehension of principles and practices in school supervision, and competence in supervision with emphasis on the individual and group processes.

STANDARD V — The program shall provide for supervised experiences in schools and give the prospective supervisor the opportunity to:

a. observe how supervisors discharge supervisory duties.
b. gain knowledge of essentials in successful school supervision.
c. acquire theoretical understandings of successful school supervisory practices.
d. learn about school organization and essentials of coordination of various aspects of the school program.
e. acquire supervisory competence through practice carefully assessed by administrative or supervisory personnel.

SUPERVISOR OF ENVIRONMENTAL EDUCATION
(Conservation-Outdoor Education)
K-12

Environmental education will promote an outdoor setting for the student for learning and develop an environmental sensitivity. The primary responsibility of the environmental education supervisor will be to develop conservation and outdoor activities which will encompass all curricular areas. Outdoor education is education beyond the classroom. It is not a separate discipline with its own prescribed objectives, but a learning climate, wherein the school curriculum is enriched through direct experiences. It supplies the educational experiences which bridge the gap between the classroom and the environment. The supervisor will build the program upon the fundamental concepts of the curriculum and stress the wise use of the natural resource base along with the consideration that natural laws govern man's pursuit of life. The ultimate aim of the K-12 program is to develop in each student a sense of stewardship for the total environment.

The supervisor, whose major role is the promotion of environmental education, serves as planner, implementer of the comprehensive program and applier of services for outdoor sites. He serves as immediate resource person and acts as liaison between teacher/student groups and resource management personnel attached to other agencies having interest in environmental education.

To qualify as an environmental education supervisor the individual must meet the general requirements as stated in Pennsylvania Code, Title 22, Chapter 49 - Section 49.11 - Regulations of the State Board of Education.

The following standards pertain to college programs preparing the supervisor of environmental education:

STANDARD I — The program shall develop understandings of:

a. curriculum content K-12.
b. curriculum evaluation K-12.
c. group dynamics.

STANDARD II — The program shall develop knowledge of:

a. the environmental sciences.
b. the techniques of field investigation.
c. the history and research of conservation and outdoor education

STANDARD III — The program shall develop ability to:

a. identify and utilize sites for outdoor laboratories.
b. provide interpretive services on the outdoor site.

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c. understand and supervise the contribution of direct experiences in outdoor situations towards the realization of objectives in many areas of curriculum.
d. teach staff personnel the techniques of outdoor education.
e. coordinate the efforts of resource personnel and classroom teachers in environmental education.
f. provide supervision in a resident outdoor education program.

STANDARD IV — The program shall utilize outdoor education areas and a resident outdoor site.

STANDARD V — The program shall assure experiences which integrate theory, skills and practices in the classroom and outdoor site.

SUPERVISOR OF SCHOOL GUIDANCE SERVICES
K-12

The supervisor of school guidance services possesses personality, knowledge and skill to design, direct and supervise comprehensive guidance programs in the schools of the Commonwealth, grades kindergarten through twelve. The supervisor of school guidance services possesses the necessary understandings and specialized competencies to provide leadership to a professional and non-professional staff charged with implementing guidance services, and to integrate guidance services with related pupil personnel services.

The following standards pertain to college programs for the preparation of supervisors of school guidance services:

STANDARD I — The program shall constitute preparation at a level beyond that of the master's degree and should be available only to persons holding valid certificates to function as school counselors in the Commonwealth.

STANDARD II — The program shall be designed to include the development of competencies listed on pp. 13-14 of Program Approval Guidelines for Counselor Education Programs, 1967.

STANDARD III — The program shall include a supervised internship in an off-campus school setting.

STANDARD IV — The program shall assure that the prospective supervisor of school guidance services has had adequate experiences with students and professional staff of all grade levels in which he has not previously served as a school counselor or teacher.

STANDARD V — The program shall develop screening and retention procedures to assure that only persons who have been effective school counselors and who have demonstrated qualities of leadership are accepted as candidates.

NOTE: For detailed information see Program Approval Guidelines for Counselor Education Programs, Pennsylvania Department of Education, 1967.

SUPERVISOR OF VOCATIONAL EDUCATION
K-12

The supervisor of vocational education is primarily responsible for supervising and directing the activities of the professional staff, and for the promotion, development and improvement of instruction in an area of vocational education specialization. He may function as a supervisor in a large vocational education program, as assistant to the director of vocational education, as a supervisor in an area vocational-technical school under the general administration of a county director of vocational education.

The program of preparation for supervisor of vocational education shall be in accordance with the following standards:

STANDARD I — The candidate shall have had a minimum of five years of approved professional school experience in the teaching or coordination in the appropriate field of vocational education in accordance with provisions of Pennsylvania Code, Title 22, Chapter 49 - Section 49.111 - Regulations of the State Board of Education.

STANDARD II — The program of studies shall require completion of the baccalaureate degree program including study in vocational supervision and administration supplemented by additional graduate study in the principles and practices of supervision of secondary education.

STANDARD III — The program shall provide for increased comprehension of principles and practices in occupational and general education curriculum development and competence to interpret this development to others.

STANDARD IV — The program shall be designed to increase the understanding of the principles and practices in individual and group processes necessary for the improvement of instruction.

STANDARD V — The program shall require competence in instructional methods, learning theory, instructional media and materials, employer-employe relations, evaluation, the conducting of studies and surveys, office organization and management practices, transportation and safety program organization.

STANDARD VI — The program shall provide an understanding of the objectives, purposes, nature of vocational education youth organizations and the co-curricular student activities.

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5. Administrative Certificates and Commissions

The administrative certificates are issued in accordance with the provisions of Pennsylvania Code, Title 22, Chapter 49 - Section 49.121 - Regulations of the State Board of Education. The administrative commissions are issued in accordance with the provisions of Article X of the School Laws of Pennsylvania, 1949. These certificates and commissions authorize individuals to direct, operate, supervise and administer the organizational and general educational activities of a school or schools.

a. Certificates

Director of Vocational Education
Elementary Principal
Secondary Principal

b. Commissions

Assistant Superintendent
Superintendent
**Supervisor of Special Education

*Section 1161 of the School Laws of Pennsylvania, 1949 provides for the position of supervising principal in third and fourth class school districts. The supervising principal does not receive a commission, but the standards for programs of preparation are identical to those for the commissioned officers.

**Section 1054 of the School Laws of Pennsylvania, 1949 provides the certification requirements for one to be commissioned as a supervisor of special education.

Revised September 1973

DIRECTOR OF VOCATIONAL EDUCATION
N-12

The director of vocational education has overall administrative responsibility to plan, organize, direct and operate the total vocational education program of a full time or a part time area vocational-technical school including all phases of education relative to the program of vocational education of secondary, post secondary and adult education.

In a comprehensive high school, he may supervise and direct the vocational education program, or supervise a program in his major area of vocational specialization, if he holds the appropriate supervision certificate.

The college program of preparation for director of vocational education shall be in accordance with the following standards:

STANDARD I	The candidate shall have a minimum of five years of professional school experience including a minimum of two years of coordination and/or supervision in an approved field of vocational education.
STANDARD II	The program of studies shall require the master's degree.
STANDARD III	The program shall include knowledge of the structure of occupations and industry, the economics of manpower and industry, occupational sociology, programs of occupational training and analysis of needs of youth and adults of the community.
STANDARD IV	The program shall assure a comprehension of principles and practices of educational administration and supervision of secondary education including vocational education.
STANDARD V	The program shall provide for an understanding in one or more fields of vocational education other than the major field of vocational preparation of the individual.
STANDARD VI	The program shall be designed to include studies in such areas as finance, public relations, office organization and management practices, state and federal vocational education laws, student personnel procedures, Department of Education program policies and reporting procedures and employer-employe relations.
STANDARD VII	The program shall provide learning experiences designed to increase competence to conduct and interpret studies, surveys and research.
STANDARD VIII	The program shall provide for an understanding of the objectives, purposes and programs of the vocational education youth organizations and co-curricular activities.

ELEMENTARY PRINCIPAL
K-8

The elementary school principal directs, operates, supervises and administers the organizational and general educational activities of an elementary or middle school. He may perform instructional supervisory duties in his school or coordinate the supervisory activities of subject or area supervisors.

The standards which follow pertain to college programs for the preparation of elementary or middle school principals:

STANDARD I — The program shall have well-defined criteria for admission which shall include adequate teaching or educational specialist experiences in the elementary or middle schools in accordance with Certification Regulations, Section 49.121.

STANDARD II — The program shall assure that a graduate of the program should have acquired:

a. a broad knowledge of the elementary and middle school curriculums.
b. knowledge of the problems related to elementary and middle school teaching.
c. administrative and supervisory knowledge and skills.
d. knowledge and skills related to group dynamics and curriculum improvement.
e. understanding of the particular rights, responsibilities and ethics inherent in professional service.
f. knowledge and skills related to school-community relations.
g. ability to conceptualize the inter-relationship of the various disciplines.
h. knowledge of the school laws.

STANDARD III — The program shall be flexible to allow for individualized programs of studies and experiences which are most appropriate for the preparation of each candidate.

STANDARD IV — The program shall provide for supervised off-campus observations and participation which aid in integrating theory and effective elementary principal school practices.

STANDARD V — The program shall be designed to use selection, retention and final evaluation procedures which identify candidates possessing the qualities of leadership, sensitivity, scholarships, intelligent human relations and insights necessary for effective selection of supportive personnel.

SECONDARY PRINCIPAL
4-12

The secondary school principal directs, operates, supervises and administers the organizational and general education activities of a secondary or middle school. He may perform instructional supervisory duties in his school or coordinate the supervisory activities of subject area or specialist supervisors.

The standards which follow pertain to college programs preparing secondary or middle school principles:

STANDARD I — The program shall have well-defined criteria for admission which shall include adequate teaching or educational specialist experiences in the secondary or middle schools in accordance with Certification Regulations, Section 49.121.

STANDARD II — The program shall assure that a graduate of the program should have avquired:

a. a broad knowledge of the secondary and middle school curriculum.
b. knowledge of the problems related to secondary and middle school teaching.
c. administrative and supervisory knowledge and skills.
d. knowledge and skills related to group dynamics and curricular improvements.
e. understanding of the particular rights, responsibilities and ethics inherent in professional service.
f. knowledge and skills related to school-community relations.
g. ability to conceptualize the interrelationship of the various disciplines.
h. knowledge of the school laws.
i. knowledge of intramural and interscholastic athletics, national clubs related to school subjects, student council organizations and other extra-curricular activities.

STANDARD III — The program shall be flexible to allow for individualized programs of study and experience which are most appropriate for the preparation of each candidate.

STANDARD IV — The program shall provide for supervised off-campus observations and participation which aid in integrating theory and effective secondary principal school practices.

STANDARD V — The program shall be designed to use selection, retention and final evaluation procedures which identify candidates possessing the qualities of leadership, sensitivity, scholarship, intelligent human relations and insights necessary for effective selection of supportive personnel.

Revised September 1973

SUPERVISING PRINCIPAL
N-12

ASSISTANT SUPERINTENDENT
N-12

SUPERINTENDENT
N-12

The standards which follow pertain to graduate programs providing eligibility for an individual to work in any one of the following school positions: supervising principal, assistant superintendent or superintendent of a school district and assistant superintendent or superintendent of a county:

STANDARD I — The program shall conform to the provisions presented in the School Laws of Pennsylvania, 1949, as amended, Article X.

STANDARD II — The program shall be designed to assure that supervising principals, commissioned assistants and superintendents have preparation as generalists in the following basic content areas:

a. administration of educational school programs.
b. administration of funds and facilities.
c. administration of personnel.
d. administration of school and community needs.

STANDARD III — The program shall provide for a concentration in one of the basic content areas listed in Standard II.

STANDARD IV — The program shall assure that prospective supervising principals, commissioned assistants and superintendents have developed competencies in the following administrative processes:

a. discovering.
b. diagnosing.
c. goal setting.
d. planning.
e. decision making.
f. establishing priorities.
g. organizing.
h. delegating
i. communicating.
j. evaluating.

STANDARD V — The program shall develop increased comprehension of principles and developments affecting the role of the school in our culture by providing relevant graduate studies from the social and behavioral sciences.

STANDARD VI — The program shall be designed to use selection, retention and final evaluation procedures which assure candidates possessing the qualities of leadership, sensitivity, scholarship, intelligent human relations and insights necessary for effective selection of supportive personnel.

STANDARD VII — The program shall include studies and activities which increase a candidate's

a. comprehension of principles and developments concerning the learner and the learning process.
b. knowledge of curriculum and competence in providing curriculum leadership.
c. comprehension of principles and developments in school organization and operation.
d. comprehension of principles and developments in supervision of all professional and non-professional personnel.
e. comprehension of principles and developments in school board relationships, school law, professional personnel responsibilities and negotiations, school finance and public relations.
f. competence in performance and interpretation of research with specific applications to school programs and administration.

STANDARD VIII — The program shall be flexible to allow for individualized plans of study and experience which are most appropriate for the preparation of each candidate.

PART III

VOCATIONAL EDUCATION

Pennsylvania Code, Title 22, Chapter 49 - Section 49.131 - Regulations of the State Board of Education provides for teacher certification by way of nondegree programs.

Vocational education is a form of education designed to provide planned learning experiences to develop occupational skills, knowledge, attitudes and work habits to prepare youth and adults to enter and make progress in employment in vocational and technical occupational fields.

The programs of studies for the vocational instructional certificate is designed to develop the teaching competencies and general education background of a teacher candidate who possesses the necessary occupational skills and knowledge in his occupational area.

This vocational pattern of certification is the basic plan for the preparation of vocational-technical, trade and industrial education teachers; however, it may also be used in cases of specialized need by any approved vocational education field including agriculture, business, distributive education, home economics and health occupations.

Common standards and common occupational experiences and competency regulations have been developed as criteria for the approval of any vocational area of certification.

A. COMMON STANDARDS

STANDARD I	The program shall consist of 60 semester credit hours of college study providing a balanced course offering of approximately 40 per cent general education, 40 per cent vocational professional education and 20 per cent electives.
STANDARD II	The elective phase of a program may include specialized courses in accordance with the particular needs of the teacher, general professional education and vocational professional education courses outside the major field of vocational specialization of the individual.
STANDARD III	The vocational education teacher shall be able to demonstrate and impart the technical performance skills and knowledge of the occupational field in teacher-learner situations, and employ the most current processes and practices used in the occupation.

STANDARD IV	The program shall include units in history, principles, philosophy and objectives of vocational education, the appropriate vocational field of specialization and general education.
STANDARD V	The program shall provide instruction in planning the organization of learning situations based on occupational analysis and practical occupational experiences, safety practices, instructional methods and media, teaching in directed learning activities and evaluation of pupil performance and progress.
STANDARD VI	The program shall provide studies to emphasize the relationship between vocational education and other phases of the educational program, and to assist the vocational teacher to interpret the vocational education program to other school personnel and the public.
STANDARD VII	The program shall provide studies and experiences in planning, organizing and managing vocational shop/laboratory facilities and equipment for instructional purposes.
STANDARD VIII	The program shall present basic principles concerning the nature of the learner, motivation of the learner, supervision and guidance of the individual, understanding of human behavior and individual differences in abilities, maturities and values.
STANDARD IX	The program shall provide for instruction to develop the abilities of the vocational teacher to analyze and understand the occupational, social and cultural needs of the youth and adults of the community.
STANDARD X	The program shall provide adequate preparation in oral and written communication.
STANDARD XI	The program shall provide instruction in the philosophy, objectives and methods of teaching adult education.
STANDARD XII	The program shall be organized, administered and staffed with faculty personnel who have the educational and vocational experiences in the appropriate vocational area in conformity with provisions of the State-Federal Plan for Vocational Education.
STANDARD XIII	The certification program credits should be acceptable toward a vocational degree program.

B. OCCUPATIONAL EXPERIENCE AND COMPETENCY REGULATIONS

Occupational competency shall be evaluated by written and practical examination approved by the Pennsylvania Department of Education. In those occupations where competency examinations have not been established, evaluation of competency shall be made through methods and procedures established and administered by the Bureau of Vocational, Technical and Continuing Education in cooperation with the teacher education university.

Occupational competency examinations shall be given only upon prior submission and approval of documentary evidence of occupational experience.

The following may be used to meet occupational learning period experience requirement:

1. Wage-earning experience in the occupation to be taught.

2. Education in approved education programs related to the occupation to be taught may be accepted to a maximum of three years but not more than fifty per cent of the total minimum experience requirement.

    a. vocational education secondary school program.
    b. education in approved technical schools of college level.
    c. associate degree technical curriculums.
    d. industrial arts teacher education curriculums.

3. Graduation from an approved four year college technical or engineering curriculum may be accepted for full learning period occupation experience requirement when the major field of study is directly related to the occupational area of study (other than an apprenticeable trade) to be taught.

4. State professional licensure or national certification in the occupation to be taught.

Part-time work experience shall be evaluated on the basis of 2000 clock-hours as equivalent to one year.

For occupations requiring a state professional license, such license will be accepted in lieu of the practical competency evaluation but not in lieu of the wage-earning experience beyond the learning period.

Occupational experience for related groups of occupational skills required to teach the General Industrial Curriculum shall require occupational experience in each major area of the occupational group.

The areas of vocational education to be evaluated by these common standards and occupational experience and competency regulations are presented in the list which follows.

VOCATIONAL INSTRUCTIONAL CERTIFICATE TITLES

Aeronautical Technology
Air Conditioning/Refrigeration
Aircraft Maintenance
Appliance Repair
Architectural-Design Technology
Audio-Visual Communications Technology
Automotive Body and Fender
Automotive Mechanics
Automotive Technology
Baker
Barbering
Building Trades Construction
Business Machine Maintenance
Carpentry
Chemical Technology
Civil Technology
Commercial Art
Computer Technology
Cook/Chef
Cosmetology
Custodial Services
Dental Assistant
Dental Laboratory Technician
Diesel Mechanic
Drafting
Dressmaking
Electrical, Construction/Maintenance
Electrical, General
Electrical, Industrial-Power
Electrical Technology
Electro-Mechanical Technology
Electronics
Electronics Technology
Engineering Technology
Environmental Control Technology
Fabric Maintenance Services
Floraculture
Foundry
Health Assistant
Heating
Heavy Equipment Construction
Hospital Food Service Supervisor
Hydraulics
Industrial Technology
Instrumentation Technology
Instruments, Maintenance and Repair
Machine Shop
Masonary/Bricklaying
Material Handling
Meat Cutting
Mechanical Drafting-Design Technology

VOCATIONAL INSTRUCTIONAL CERTIFICATE TITLES
(continued)

Mechanical Production Technology
Medical Assistant
Medical Laboratory Assistant
Medical X-Ray Technican
Metal Fabrication
Metallurgical Technology
Millwork and Cabinet Making
Mine Equipment Maintenance
Nuclear Technology
Nurses Aide
Occupational Therapy Assistant
Optics
Ornamental Horticulture
Painting and Decorating
Patternmaking
Physical Therapy Assistant
Plastics
Plumbing
Power Sewing
Practical Nursing
Printing
Quantity Foods
Radio/Television
Research Laboratory Assistant
Sheet Metal
Shoe Manufacturing/Repair
Small Engine Repair
Surgical (operating room) Technician
Tailoring
Textile Production/Fabrication
Tool and Die Design Technology
Tool and Die Making
Upholstering
Waiter/Waitress
Welding

COOPERATIVE EDUCATION

The cooperative education instructor is responsible for planning, organizing, administering, instructing and coordinating theoretical learning activities of the classroom with practical learning experiences on the job. He interprets the cooperative education program to school and community and attempts to meet the needs of all pupils by providing relevant learning experiences.

The cooperative education instructor may serve in this capacity for a single occupational area program and/or interrelated or general type program, except in the single occupational area where a certificate is now issued. These programs are described in "Cooperative Vocational Education in Pennsylvania", Pennsylvania Department of Education 1971.

The program of preparation for a cooperative education instructor shall be approved in accordance with the following standards.

STANDARD I	The candidate shall possess a valid Pennsylvania Instructional Certificate.
STANDARD II	The candidate shall have had acceptable wage-earning experiences in occupations other than in teaching.
STANDARD III	The program shall provide studies in which the candidate can articulate and correlate the cooperative education learning activities with the total school curriculum and to enable the candidate to interpret the cooperative program to school personnel and the public.
STANDARD IV	The program shall develop the ability of the candidate to conduct meaningful school, business, industry and community surveys and studies.
STANDARD V	The program shall develop comprehension of the principles and practices of curriculum development in cooperative education with special emphasis given to individual instruction, and the analysis of tasks and jobs.
STANDARD VI	The program shall provide the candidate with an understanding of the principles of planning, organizing and directing a cooperative education program and the role and utilization of advisory committees.

STANDARD VII	The program shall provide for the development of techniques to attain and maintain effective public relations with school administrators, business and industry, students and parents, general public and members of advisory committees.
STANDARD VIII	The program shall provide a working knowledge of state and federal laws and regulations which are applicable to the employment of pupils participating in cooperative education programs.
STANDARD IX	The program shall familiarize the candidate with techniques and procedures followed in identifying pupils of varying levels, the counseling of these students in job situations, and placement in positions which are compatible with their physical and mental abilities.

C. VOCATIONAL EDUCATION COORDINATOR

The primary responsibility of the vocational education coordinator shall be to assist the director or supervisor of vocational education in the broad area of supervision or in the supervision of specific areas of the vocational education program for which the administrator is responsible. The coordinator recommends the adjustment of the educational program of the school to the needs of the student and of business and industry.

The programs of preparation for the vocational education coordinator shall be in accordance with the following standards:

STANDARD I	The applicant shall have had a minimum of three years of satisfactory teaching experience in the appropriate field of vocational education on a vocational instructional certificate (49.142 or 49.143).
STANDARD II	The program shall consist of a total of 90 semester credit hours of college study providing a balanced course offering of courses in general education, vocational professional education, general professional education and elective courses to meet the unique needs of the coordinator.
STANDARD III	The program shall provide educational experiences to increase proficiency to plan, organize and manage vocational education programs with respect to school facilities, equipment and supplies.
STANDARD IV	The program shall be designed to provide increased comprehension of principles of planning, organizing, teaching, evaluating and interpreting the various aspects of the educational program in the appropriate vocational field.
STANDARD V	The program shall include additional experiences in comprehension of principles and practices in occupational curriculum analysis, and development of competence to interpret this development to others.
STANDARD VI	The program shall provide a comprehension of principles and practices in supervision, and coordination of instruction.
STANDARD VII	The program shall provide the prospective coordinator with opportunity for specialization in such areas as adult education, guidance, supervision, curriculum, instructional media, cooperative education and safety.

STANDARD V	The program shall include additional experiences in comprehension of principles and practices in occupational curriculum analysis, and development of competence to interpret this development to others.
STANDARD VI	The program shall provide a comprehension of principles and practices in supervision, and coordination of instruction.
STANDARD VII	The program shall provide the prospective coordinator with opportunity for specialization in such areas as adult education, guidance, supervision, curriculum, instructional media, cooperative education and safety.
STANDARD VIII	The program shall develop the ability of the coordinator to conduct school, business, industry and community surveys and studies in order to keep the educational program current.

PART IV

APPENDICES

A	General Information Relating to Institutional Application and Self-Study for Institutional or Program Approval
B	Application for Initial Approval of an Institution to Offer Programs for the Certification of Professional School Personnel
C	Application for Approval of Specific Undergraduate or Graduate Programs for the Certification of Professional School Personnel
D	Request for Date of Visit by Committee
E	Instructions for Fact Sheets A, B, C, D, E
F	Faculty Data Sheet
G	Curriculum Schedule (Sample)
H	Behavioral Competency Study (Sample)
I	Organization Chart - Office of Higher Education

APPENDIX A

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Teacher Education
Harrisburg

GENERAL INFORMATION RELATING TO INSTITUTIONAL APPLICATION
AND SELF-STUDY FOR INSTITUTIONAL OR PROGRAM APPROVAL

An institution which desires to make application for institutional or program approval should contact:

Director, Bureau of Teacher Education
Commonwealth of Pennsylvania
Department of Education
P. O. Box 911
Harrisburg, Pennsylvania 17126
PHONE: 717 787-5105

The appropriate application forms and self-study fact sheet(s) shall be forwarded to the institution upon request. The institution shall then file its report of self-study and application for approval with the Bureau of Teacher Education. The bureau cannot review any application by a college or university owned by the Commonwealth of Pennsylvania for approval in an area of certification which has not been granted authorization by the Bureau of State Colleges and Universities.

The number of self-study reports and accompanying catalogs to be submitted will vary according to the nature of the visit planned. The institution will be informed of the number to be prepared at the time of the initial contact with the bureau.

Details of procedure to be followed and the schedule of activities for a visiting committee shall be made by phone when a date for the visit is agreed upon by the bureau and the institution.

The bureau shall take the initiative in planning for re-study of initially approved programs, for the reevaluation of approved programs and for all types of follow-up visits. The bureau, however, welcomes institutional suggestions relative to probable alternatives in the evaluation processes.

January 1970

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Teacher Education

APPLICATION FOR INITIAL APPROVAL OF AN INSTITUTION TO OFFER PROGRAMS FOR THE CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

_____ 19 ___
(Date)

_____
Name of the Institution

_____
Address of the Institution

hereby applies for approval by the Secretary of Education of Pennsylvania as an institution for the preparation of professional school personnel.

This is to certify that the information herein contained is correct, that the catalog sent herewith is our latest publication, and that the copy of the charter hereto affixed is an exact reproduction of the original document.

_____
Signature of President

(SEAL of Institution)

APPENDIX B

AGENCIES BY WHICH INSTITUTION IS NOW ACCREDITED

Indicate, by underlining, agency or agencies listed below, or others, by which your institution is accredited. (Give date when accredited.)

DATE

_____ Department of Education

_____ Middle States Association of Colleges and Secondary Schools

_____ National Council for Accreditation of Teacher Education

_____

_____

_____

_____

_____

MISCELLANEOUS DATA

1. Faculty*

   a. Number of full-time professors _____.

   b. Number of part-time professors _____.

   c. Number of professors whose highest degree is the baccalaureate _____.

   d. Number of professors whose highest degree is the master's _____.

   e. Number of professors holding a doctor's degree _____.

   f. Number of professors who have had public school teaching experience _____.

   g. Number of professors teaching full time in professional education courses ___.

   h. Number of professors devoting part time to teaching professional education courses _____.

*"Professor" as used here is defined as all persons who teach, including instructors and lecturers.

2. Enrollment

   a. Number of full-time students: Men _____ Women _____ .

   b. Estimated number of full-time students to be enrolled in the proposed teacher education programs _____ .

   c. Estimated number of part-time students to be enrolled in the proposed teacher education programs _____ .

3. Student Teaching

   a. Where will student teaching be conducted, and what contractural or other arrangements have been planned? _____
   _____ .

   b. Number of clock hours (or other measure of requirement) of student teaching, exclusive of observation, planned for graduation _____ .

   c. Number of clock hours (or other measure of requirement) of observation planned prior to student teaching _____ .

   d. Number of clock hours (or other measure of requirement) of other types of classroom participation planned prior to student teaching _____ .

4. Library

   a. Total number of catalogued volumes in library _____ .

   b. Total number of catalogued volumes under the specific heading, "Education", published within the past ten years _____ .

   c. Total number of professional education magazines _____ .

   d. Total number of State and United States Government documents relevant to teacher education _____ .

   e. Per cent of annual educational bedget spent on library service and growth _____ .

   f. Total library expenditures for books during last year specifically in the field of education _____ .

   g. How many hours a day is the library open to students?

      Monday to Friday _____

      Saturday _____ Sunday _____

   h. Explain how readily available the reference library is to students.

APPENDIX C

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Teacher Education

APPLICATION FOR APPROVAL OF SPECIFIC UNDERGRADUATE OR GRADUATE PROGRAMS FOR THE CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

_____ 19 ____

_____
Name of Institution

_____
Address of Institution

hereby applies for approval by the Secretary of Education of Pennsylvania as an institution to offer the following program(s) of certification:

_____
Authorized Signature

(SEAL of the Institution)

January 1970

APPENDIX D

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Teacher Education

REQUEST FOR DATE OF VISIT BY COMMITTEE

Since we are now planning the schedule of required visits to be made in the future, we shall be pleased to consider your convenience in the selection of a date.

The visit will require a maximum of two days on the campus. Monday should be avoided.

Will you please list below at least three choices of dates and return one copy to this office. We shall notify you of the time assigned.

Sincerely yours,
William L. Charlesworth
Director
Bureau of Teacher Education

Please schedule a visit to _____ on one
(Institution)
f the dates listed below for the purpose of evaluating _____

_____

1st choice_____

2nd choice_____

3rd choice_____

Date_____ Signature_____

January 1970

APPENDIX E

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Teacher Education
Harrisburg

Instructions for Fact Sheet A

STUDENT PERSONNEL

When you answer the questions below, please attempt to give as much specific information as possible. It will not be necessary to repeat information that is already available in printed form, providing the statements are available in quantity to the visiting team. For example, it may be possible to identify certain pages in the catalog in referring to some student personnel services or in identifying certain members. In order to give complete information, however, it may be necessary to supplement the printed information with your own statements.

In answering the questions, please identify your answers by using the same outline and numbering system as is used with the questions below. This corresponds to numbers on other materials that the evaluators will have. Please label your answer sheets consecutively as follows: Fact Sheet A-1, Fact Sheet A-2, Fact Sheet A-3, etc., and put "Student Personnel" at the top of the page. It will be especially helpful if you give the name or names of specific persons who can best provide added information about each answer. The same thing applies to directing the evaluator to specific rooms, materials or other items that should definitely be seen to fully understand your program. Identify everything that you want the evaluators to read, see or discuss with you.

The end result of these program approval visits is intended to be the identification of high-quality teacher preparing programs and the improvement of other programs. A fair appraisal of each element of teacher education is the first step in this process of identification and improvement. Your thoughtful attention to the task at hand is the beginning of the process at your institution. Thank you.

A. Organization and Administration of Student Personnel

1. What is the name of the official with designated responsibility for developing and administering student personnel services?

2. What is his title and what other institutional responsibilities and assignments does he have such as committees, advisory and administrative?

3. In what ways are faculty members involved in the development and implementation of the student personnel program?

APPENDIX E

Instructions for Fact Sheet A

STUDENT PERSONNEL

Organization and Administration of Student Personnel (continued)

4. What are the student advisory practices? What special advisory services are provided for teacher education students?

B. Admission Policies

1. What are the general policies for admission to the institution? (Can you supply profiles of any of the classes?)

2. What are the policies for admission of candidates to the teacher education programs? (Can you supply profiles for the various major fields including teacher education students?)

C. Resources Provided for Student Personnel Services

1. What staff is provided and what are their duties? What part of their work time is devoted to these duties?

2. How extensively are the guidance and health services used? What do the records show?

3. What evaluation do you have of the effectiveness of these services?

D. Placement

1. What placement services are available? How extensively are these services used by prospective teachers?

2. Is there a follow-up program for those teachers who have been placed? How thorough is the program? In what way is the follow-up information used?

APPENDIX E

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Teacher Education
Harrisburg

Instructions for Fact Sheet B

GENERAL EDUCATION

When you answer the questions below, please attempt to give as much specific information as possible. It will not be necessary to repeat information that is already available in printed form, providing the statements are available in quantity to the visiting team. For example, it may be possible to refer to certain pages in the catalog listing the objectives of general education or the sequence of general education courses. In order to give complete information, however, it may be necessary to supplement the printed information with your own statements.

In answering the questions, please identify your answers by using the same outline and numbering system as is used with the questions below. This corresponds to numbers on other materials that the evaluators have. Please label your answer sheets consecutively as follows: Fact Sheet B-1, Fact Sheet B-2, Fact Sheet B-3, etc., and put "General Education" at the top of each page. It will be especially helpful if you give the name or names of specific persons who can best provide added information about each answer. The same thing applies to directing the evaluator to specific rooms, materials or other items that should definitely be seen to fully understand your general education program. Identify everything that you want the evaluator to read, see or discuss with you.

The end result of these program approval visits is intended to be the identification of high quality teacher preparing programs and the improvement of other programs. Because general education is a large part of any teacher's program, it is necessary to look closely at it. A fair appraisal of the general education program is therefore an important step in this process of identification and improvement. Your thoughtful attention to the task at hand is the beginning of the process at your institution. Thank you.

A. Objectives of General Education

1. What are the objectives of general education? Where can the objectives be found in writing for use by the faculty?

2. How and by whom were these objectives developed?

B. Organization and Administration to Achieve General Education Objectives

1. What is the name of the official with designated responsibility for developing and administering the general education program?

APPENDIX E

Instructions for Fact Sheet B

GENERAL EDUCATION

Organization and Administration to Achieve General Education Objectives (continued)

2. What is his title and what other institutional responsibilities and assignments does he have such as committees and advisory duties?

3. How is the faculty involved in the planning and development of the general education program?

C. Faculty Resources Committed to Achieving the General Education Objectives

1. What are the criteria used in making decisions about instructional assignments for general education courses? Do full-time professors teach these courses?

2. What activities are engaged in by the faculty in teaching the general education courses which relate to and affect the teaching-learning situation in these courses (research, field work, writing, reading, travel, post-doctoral study)?

3. In what way does the institution demonstrate a commitment of high quality faculty for general education (salaries, academic rank, scholarship and research support, sabbatical leave, tenure, faculty load, etc.)?

D. Resources Provided for Achieving the General Education Objectives

1. What resources are available to realize the objectives of the general education program (library, audio-visual aids, laboratories and equipment, classrooms, texts, petty cash, etc.)?

2. How complete and how appropriate are the available resources for the attainment of the objectives of general education?

3. How widely and how effectively are these resources used?

4. What arrangements are made so the resources are readily available to faculty members and students in the general education program?

E. Curriculum by Which to Achieve the General Education Objectives

1. What sequence of learning experiences makes up the general education program?

2. What major curricular elements are emphasized in the general education program?

APPENDIX E

Instructions for Fact Sheet B

GENERAL EDUCATION

Curriculum by Which to Achieve the General Education Objectives (continued)

3. What experiences outside of courses are considered to be a part of the general education program?

F. Competence of Students in General Education

1. What evidence is demonstrated by students that they achieve the objectives of the general education program (scores on general area sections of record exams, follow-up studies of graduates)?

2. In what way does the general education program lead students to an understanding of broad concepts, principles and interrelationships among areas of knowledge other than mere memorization of bits of knowledge?

APPENDIX E

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Teacher Education

Instructions for Fact Sheet C

GUIDE FOR INSTITUTIONAL SELF-STUDY REPORT IN REQUESTING PROGRAM APPROVAL IN A SPECIFIC CERTIFICATION AREA

An institution seeking to initiate a specific program of certification provides a visiting committee with data indicating how the institution prepares professional school personnel in accordance with the standards presented in the program approval - Policies, Procedures and Standards for Certification of Professional School Personnel, Commonwealth of Pennsylvania, 1970.

Staff members preparing the data in support of the institution's request for program approval are requested to be concise and specific. It is not necessary to repeat information which is available in the catalog, brochures, syllabi, inventories, faculty schedules, handbooks, etc.; however, when such materials are used, the points of reference should be designated and these materials should be made available to the visiting committee. When appropriate, provide names of persons who can supply additional information on specific items, and list locations of specific facilities, equipment and materials which aid in describing the program.

The following outline is suggested as one way you may wish to respond to the general and specific standards:

A. Title Page

Include the proposed area of certification, the institution, date of submission, person or persons with major responsibility for preparation of materials and administration of the program.

B. Preface

1. Statement of the need for the program.

2. Any appropriate statements for institutional philosophy.

3. Brief description of how this program was developed.

C. Objectives

1. Statement of the general objectives of the program.

2. Statement of behavioral competencies essential for successful performance in the school position.

Objectives (continued)

3. Description of the plans for evaluating program and objectives.

D. Curriculum

1. Completed Behavioral Competency Study (see attached sample format).

2. Syllabus for each course which will serve the proposed program.

3. Completed description of all professional laboratory experiences. (This should include pre-student teaching, pre-practicum, student teaching, practicum, intern and related experiences.)

E. Faculty

1. Prepared faculty data sheets for each faculty member teaching in the program.

2. Additional information concerning faculty such as statistics on student-faculty ratios, faculty load indices, criteria and rationale for faculty assignments, records of attendance and participation of faculty in professional activities and conferences, and current teaching schedule of faculty.

F. Organization and Administration

1. Description of the organizational structure and status of the program.

2. Delineation of responsibilities and duties of those responsible for the program.

3. Description of the procedures and policies regarding development, change and approval of the program.

4. Description of procedures for recommendation of candidates for certification.

G. Students

1. Description of criteria and procedures for admission to, retention in, and completion of the program.

APPENDIX E

Instructions for Fact Sheet C

Students (continued)

2. Description of policies and practices of student advisement.

3. Description of resident requirements, time limit within which program must be completed and course limitations of full-time employes.

4. Report of number of students completing the program in the last five years and the number presently matriculating.

H. Physical Resources

1. Description of the physical resources available for the attainment of objectives of the program. (Inventories, clinics, instructional media centers, curriculum materials centers, field laboratories, student teaching stations, practicum and intern stations, etc.)

2. Report records for utilization of resources (room schedules, circulation records, etc.).

These data should be compiled in booklet form and six copies should be forwarded to the Bureau of Teacher Education. Six copies of other supporting documents such as catalogs, bulletins, brochures, etc., should accompany the proposal.

APPENDIX E

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Teacher Education
Harrisburg

Instructions for Fact Sheet D

PROFESSIONAL EDUCATION
(Pre-student teaching course work and field experiences)

When you answer the questions below, please attempt to give as much specific information as possible. It will not be necessary to repeat information that is already available in printed form, providing the statements are available in quantity to the visiting team. For example, it may be possible to identify certain pages in the catalog in referring to objectives of the professional education sequence. In order to give complete information, however, it may be necessary to supplement printed information with your own statements.

In answering the questions, please identify your answers by using the same outline and numbering system as is used with the questions below. This corresponds to numbers on other materials that the evaluators will have. Please label your answer sheets consecutively as follows: Fact Sheet D-1, Fact Sheet D-2, Fact Sheet D-3, etc., and put "Professional Education" at the top of each page. It will be especially helpful if you give the names of specific persons who can best provide added information about each answer. The same thing applies to directing the evaluators to specific rooms, curriculum library materials or other items that should definitely be seen to fully understand your program. Identify everything that you want the evaluators to read, see or discuss with you.

The end result of these program approval visits is intended to be the identification of high quality teacher preparing programs and the improvement of other programs. Because professional education is a crucial part of any teacher's program, it is necessary to analyze it carefully. A fair appraisal of the professional education sequence is therefore an important step in this process of identification and improvement. Your thoughtful attention to the task at hand is the beginning of the process at your institution. Thank you.

A. Objectives of Professional Education

1. What are the objectives of the professional education sequence? Where can the objectives be found in writing for use by the faculty?

2. How and by whom were these objectives developed?

B. Organization and Administration to Achieve Professional Education Objectives

1. What is the name of the official with designated responsibility for developing and administering the professional education sequence?

APPENDIX E

Instructions for Fact Sheet D

PROFESSIONAL EDUCATION
(Pre-student teaching course work and field experiences)

Organization and Administration to Achieve Professional Education Objectives (continued)

2. What is his title and what other institutional responsibilities and assignments does he have such as committees and advisory duties?

3. How is the faculty involved in the planning and development of the professional education sequence?

4. Describe the step-by-step admission, selection and screening process that takes place as a student proceeds through the teacher preparation programs. What assurance is there that undesirable persons are prevented from teaching and that promising teachers are guided to a real sense of professional dedication?

C. Faculty Resources Committed to Achieving Professional Education Objectives

1. What are the criteria used in making decisions about instructional assignments for professional education courses?

2. What activities are engaged in by the faculty in teaching the professional education courses which relate to and affect the teaching-learning situation in these courses (research, field work, writing, reading, travel, post-doctoral study, etc.)?

3. In what way does the institution demonstrate a commitment to high quality faculty in professional education (salaries, academic rank, scholarship and research support, sabbatical leave, tenure, faculty load, etc.)?

D. Resources Provided for Achieving the Professional Education Objectives

1. What resources are available to realize the objectives of the professional education program (library, audio-visual aids, public school curriculum materials, conference roons, classrooms, petty cash, etc.)?

2. How complete and how appropriate are the available resources for the attainment of the objectives?

3. How widely and how effectively are these resources used?

4. What arrangements are made so the resources are readily available to all faculty members and students in this program?

APPENDIX E

Instructions for Fact Sheet D

PROFESSIONAL EDUCATION
(Pre-student teaching course work and field experiences)

E. Curriculum by Which to Achieve the Professional Education Objectives

1. What is the sequence of professional education courses and field experiences that is designed to achieve the professional education objectives?

2. What major curricular elements are emphasized in the various professional education courses and experiences?

3. How is the professional education sequence related to the student teaching experience?

4. Tell how each type of field experience contributed to the objectives.

F. Competence of Students with Regard to Professional Education

1. What evidence do you have that the students develop professional insight and understanding to the level of a beginning teacher as a result of the professional education sequence?

2. What evidence do you have that your students go on to become dedicated, committed, creative, professional teachers and educational leaders?

APPENDIX E

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Teacher Education

Instructions for Fact Sheet E

STUDENT TEACHING

When you answer the questions below, please attempt to give as much specific information as possible. It will not be necessary to repeat information that is already available in printed form, providing the statements are available in quantity to the visiting team. For example, it may be possible to identify certain pages in your handbook for student teachers that will provide answers to some of the questions. In order to give complete information, however, it may be necessary to supplement printed information with your own statements.

In answering the questions, please identify your answers by using the same outline and numbering system as is used with the questions below. This corresponds to numbers on other materials that the evaluators will have. Please label your answer sheets consecutively as follows: Fact Sheet E-1, Fact Sheet E-2, Fact Sheet E-3, etc., and put "Student Teaching" at the top of each sheet. It will be especially helpful if you give the name or names of specific persons who can best provide added information about each answer. The same thing applies to directing the evaluator to specific rooms, student teaching centers, materials or other items that should definitely be seen to fully understand your program. Identify everything that you want the evaluator to read, see or discuss with you.

The end results of these program approval visits is intended to be the identification of high quality teacher preparing programs and the improvement of other programs. Because student teaching is a crucial part of any teacher's program, it is necessary to analyze it carefully. A fair appraisal of the student teaching experience is therefore an important step in this process of identification and improvement. Your thoughtful attention to the task at hand is the beginning of the process at your institution. Thank you.

A. Objectives of Student Teaching

1. What are the objectives of the student teaching experience?

2. How and by whom were these objectives developed?

B. Student Teaching Organization and Administration

1. What is the name of the official with designated responsibility for developing and administering the student teaching experience?

2. What is his title and what other institutional responsibilities and assignments does he have such as committees and advisory duties?

APPENDIX E

Instructions for Fact Sheet E

STUDENT TEACHING

Student Teaching Organization and Administration (continued)

3. How is the faculty involved in the planning and development of the student teaching experience?

4. What criteria are used for selecting student teaching centers?

5. What criteria are used for placing student teachers in these centers?

6. How are these criteria developed?

7. Who is the designated public school official for the student teaching program in each center? What is the nature of his experience?

8. What pattern of student teacher assignment is used and what is the underlying philosophy of this pattern (amount of time spent in the experience, credits earned, number of student teachers per cooperating teacher, amount of supervision provided by the college, etc.)?

C. Faculty Resources Committed to Achieving Student Teaching Objectives

1. What are the criteria used in selecting college personnel for supervision of student teachers?

2. What are the criteria used for the selection of cooperating teachers?

3. What are the criteria used in making decisions about assignments of student teachers to public school cooperating teachers?

4. What activities are engaged in by the college faculty responsible for the supervision of student teachers in helping them to carry out this function effectively?

5. What relationships exist between the education faculty and the cooperating teachers? What guidance is provided the cooperating teachers by the college?

D. Resources Provided for Achieving the Student Teaching Objectives

1. What resources are available to realize the objectives of the student teaching program (library, audio-visual aids, public school curriculum materials, classrooms, conference rooms, petty cash, etc.)?

APPENDIX E

Instructions for Fact Sheet E

STUDENT TEACHING

Resources Provided for Achieving the Student Teaching Objectives (continued)

2. How complete and how appropriate are the available resources for the attainment of the student teaching objectives?

3. How widely and how effectively are these resources used?

4. What arrangements are made so the resources are readily available for the use of student teachers?

E. Curriculum by Which to Achieve the Student Teaching Objectives

1. What is the sequence of directed observation experiences designed by the institution? How is it made certain that these experiences occur?

2. What is the sequence of emphases designated by the institution for the part-time initial phase of student teaching? How is it made certain that these experiences occur?

3. What is the sequence of emphases designated by the institution for the full-time teaching responsibility that culminate the student teaching experience? How is it made certain that these experiences occur?

4. How are student teachers encouraged to demonstrate professional responsibility, creativeness, independence and open-mindedness?

F. Competence of Student Teachers

1. How does the institution assess the teaching competence of student teachers? How is this information fed back to strengthen the professional education sequences?

2. How does the institution assess the academic breadth displayed in the student's teaching? How are these data fed back to improve the general education program?

3. How does the institution assess the depth and understanding of subject specialization displayed in the student's teaching? How are these data fed back to improve the institution's subject programs?

4. How does the institution assess the degree to which the student teacher has become a <u>beginning</u>, <u>professional</u> teacher by the end of the student teaching experience?

APPENDIX F

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Bureau of Teacher Education
Harrisburg

Date of Completion_____

FACULTY DATA SHEET
(to be completed by those who are directly responsible for the program)

NAME_____ Check one: FULL TIME_____
PART TIME_____

COLLEGE WHERE EMPLOYED_____

INSTITUTIONAL RANK_____ DEPARTMENT_____

BACHELOR'S DEGREE: Title_____ Date_____
Institution_____
Major Field_____

DOCTOR'S DEGREE: Title___ Date___
Institution_____
Major Field_____

MASTER'S DEGREE: Title_____ Date_____
Institution_____
Major Field_____

OTHER DEGREE(s) or certificates
Institution_____
Major Field_____
Title_____ Date_____

TEACHING EXPERIENCE (years at each level, including current position)
Higher Education_____ Secondary_____ Elementary_____

COLLEGES WHERE INSTRUCTOR HAS TAUGHT (specify which years at each college)_____

PUBLIC SCHOOLS WHERE INSTRUCTOR HAS TAUGHT (specify which years at each school_____

COURSES TAUGHT DURING THE LAST FOUR SEMESTERS (including present semester) OR, IN THE CASE OF A NEW INSTRUCTOR, COURSES WHICH HE WILL TEACH

Course Number	Title	Semester & Year Taught	Credit Hours	Contact Hours	Class enrollment for courses in last two semesters

(A) NON-TEACHING RESPONSIBILITIES ON CAMPUS_____

(B) TEACHING RESPONSIBILITIES OFF CAMPUS_____

(C) NON-TEACHING RESPONSIBILITIES OFF CAMPUS (e.g., private law practice, housewife, etc

LIST HONORS AND PUBLICATIONS DURING THE PAST FIVE YEARS (ON REVERSE SIDE)

January 1970

LAUREL COLLEGE
Middle Valley, Pennsylvania
Baccalaureate Degree
Program for Preparing Elementary School Teachers

GENERAL EDUCATION

	Sem. Hrs.
Humanities (22 hrs. req.)	
Eng. 101 - Composition	3
Eng. 102 - Speech	2
Eng. 201 - History of Language	2
Eng. 202 - Linguistic Analysis of English	3
Eng. 201-202 - World Literature	4
Art 101 - Structures of Art	4
Music 102 - Structures of Music	4
Social Science and History (22 hrs. req.)	
Anthro. 301 - Cultural Transmission	3
Econ. 201 - Analysis of Economic Systems	4
Hist. 101 - Historical Analysis	3
Hist. 102 - Devel. of American Democratic Ideals	3
Poli. Sci. 101 - Analysis of Poli. Systems	4
Soc. 202 - Analysis of Social Institutions	4
Natural Sciences and Mathematics (17 hrs. req.)	
Bio. 101-102 - Growth and Structures of Living Organisms	8
Chem. 101-102 - Chemical Structures and Processes	8
Math. 201-202 - Number Systems and Mathematical Structures	6
Phys. 202 - Analysis of Physical Science Principles	3
	61
Miscellaneous	
Phys. Ed. - Req. each term during first two years, for no credit.	

PROFESSIONAL EDUCATION

	Sem. Hrs.
Ed. 202 - Analytical Study of Teaching	4
Ed. 301 - Structures and Uses of Knowledge	3
Ed. 302 - Concepts of Human Development and Learning	3
Ed. 401 - Designs of Teaching-Learning	2
Ed. 402 - Demonstration and Evaluation of Teaching Competencies	6
	18

SPECIALIZATION

	Sem. Hrs.
El. Sch. Curric. I - Arts, Crafts, Drama, Music	3
El. Sch. Curric. II - Human Growth, Development and Adjustment	3
El. Sch. Curric. III - Science, Mathematics	3
El. Sch. Curric. IV - Social Studies	3
El. Sch. Curric. V - Reading	3
El. Sch. Curric. VI - Language Arts	3
	18

SAMPLE FORMAT

Keystone University
Institution

BEHAVIORAL COMPETENCY STUDY

School Guidance Counselor
Area of Certification

IDENTIFY AND LIST THE BEHAVIORAL COMPETENCIES NEEDED FOR EFFECTIVE PERFORMANCE IN THE SPECIFIC AREA	BRIEFLY REFER TO THE ACTIVITIES, EXPERIENCES AND COURSES DESIGNED TO DEVELOP EACH COMPETENCY	MEANS OF EVALUATION TO DETERMINE DEGREE OF ATTAINMENT OF EACH COMPETENCY
1. The ability to use subjective and objective child-study devices, to analyze, to interpret and to report such data accurately and effectively using both statistical and non-statistical procedures.		
a. The ability to assist pupils to become aware of their assets and liabilities in the development of their self concept.	a. Project - Individual inventory and pupil appraisal Cn.Ed.-503-Counseling Psych.-535-Child Development Cn.Ed.-550-Campus Practicum Cn.Ed.-551-Field Practicum	a. Conference, oral and written tests Evaluation by supervisors of --counseling sessions --individual inventories --pupil reaction to counselors --expressed awareness by pupils

The Bureau of Teacher Education has been encouraging institutions to develop behavioral competency studies for each area of certification. This sample provides the simplest type of format. Several institutions have developed sophisticated behavioral competency studies, but each institution has the prerogative to develop the type of format best suited to its philosophy. The benefits to be derived from the development of such a study are:

a. The elimination of excessive duplication and attention to omission of pertinent elements.
b. The cooperative effort required of all staff members associated with the program.
c. The emphasis on competencies rather than "exposure" time.
d. The development of a relevant description of the role competencies a candidate should possess as a professional school employe.